

THE SCHOOL JOURNAL

NEW YORK · CHICAGO · BOSTON

VOLUME LXIV., No. 10.
\$2.00 A YEAR; 6 CENTS A COPY.

MARCH 8, 1902.

61 East Ninth Street, New York.
266 Wabash Avenue, Chicago, Ill.
116 Summer St., Boston, Mass.

Important Books on

NATURE STUDY AND BOTANY

Payne's Geographical Nature Studies - - - -	\$.25
Long's Home Geography - - - -	.25
Kelly's Short Stories of Our Shy Neighbors - - -	.50
Stokes's Ten Common Trees - - - -	.40
Bradish's Stories of Country Life - - - -	.40
Dana's Plants and Their Children - - - -	.65
Needham's Outdoor Studies - - - -	.40
Carpenter's Geographical Readers :	
North America - \$.60 Asia - - - -	.60
South America - .60 Europe [Nearly ready]	
Leavitt's Outlines of Botany - - - -	1.00
The Same—With Gray's Field, Forest, and Garden Flora - - - -	1.80
Gray's How Plants Behave - - - -	.54
How Plants Grow, with a Popular Flora School and Field Book of Botany. Lessons and Flora - - - -	1.80
Apgar's New Plant Analysis - - - -	.55
Clark's Laboratory Manual in Practical Botany - -	.96
Steele's Fourteen Weeks in Botany (Wood) - - -	1.00
Wood's New American Botanist and Florist (Willis) -	1.75
Burnet's School Zoölogy - - - -	.75
Needham's Elementary Lessons in Zoölogy - - -	.90
Steele's Popular Zoölogy - - - -	1.20

AMERICAN BOOK COMPANY—Publishers

New York Cincinnati Chicago Boston Atlanta San Francisco

SCHOOL AND COLLEGE TEXT-BOOKS.

SUPPLEMENTARY READING

MORRIS'S HISTORICAL TALES.

1. AMERICA.	4. ENGLAND.	7. FRANCE.
2. GERMANY.	5. GREECE.	8. ROME.
3. RUSSIA.	6. SPAIN.	9. JAPAN AND CHINA.

LANE'S TALES FROM SHAKESPEARE - - - - \$0.75
Nine vols. 12mo. Cloth. Per vol. - - - - .60

The Historical Tales, by Charles Morris, are exceptionally serviceable as Supplementary Readers. Each volume is complete in itself, containing stories of a distinctive country or people. The author does not confine himself to bare narrative, but weaves in descriptions of persons and places, and much information as to characters and motives and customs that is entertaining and instructive. These Tales are, as the sub-title so happily puts it, "The Romance of Reality," and not one will be overlooked or be carelessly read by the boy or girl into whose hands they may fall.

A HUMBLE HEROINE. By L. E. Tiddeman - - - -	\$0.15
THE STORY OF PAUL DOMBEY. By Charles Dickens - - -	.15
SELECTED STORIES. From Hans Andersen - - - -	.15
ELEMENTARY SCIENCE READERS.	
Book I., with Object Lessons - - - -	.35
Book II., with Object Lessons - - - -	.30
Book III., with Object Lessons - - - -	.35
BIBLE STORIES FOR CHILDREN, in 2 Volumes.	
Vol. I., Stories from the Old Testament - - - -	.75
Vol. II., Stories from the New Testament - - - -	.75

Special Introduction Prices will be sent on application.

TEACHERS AND SCHOOL OFFICERS

desirous of introducing new Text-Books are respectfully requested to write for terms.

J. B. LIPPINCOTT COMPANY, Publishers

PHILADELPHIA

NEW TEXTS IN ARITHMETIC

Just Published

AN INTERMEDIATE ARITHMETIC

By ELLA M. PIERCE, Supervisor of Primary Grades, Public Schools, Providence, R. I. 256 pp. Introductory price, 48 cents.

Presupposing an understanding of number facts and relations to one hundred, and of the principles of addition and subtraction, this book is intended for the use of pupils in the fourth and fifth grades of school. Lucidly explains fundamental arithmetical processes, and the correspondence between quality relations and number relations.

By the Same Author

FIRST STEPS IN ARITHMETIC

180 pp. 36 cents.

"It is a splendid book for pupils beginning to use an arithmetic. It is well planned and carefully graded. The reading is easy, which makes it well fitted for primary work. It contains a very clear development of the 10's and units to 20. The work in fractions is especially good."—Supt. S. R. BROWN, A. M., East Syracuse, N. Y.

THE ELEMENTS OF ARITHMETIC

149 pp. 36 cents.

"'The Elements of Arithmetic,' with its beautiful text and illustrations, carries on the work in logical order. The development of addition and subtraction principles by endings is a commendable feature."—ESTHER E. SATTERLEE, Principal of Elmira (N. Y.) Training School.

Nearly Ready

ESSENTIALS OF ARITHMETIC

By DAVID M. SENSENIG, M. S., and ROBERT F. ANDERSON, A. M., Instructors in Mathematics, State Normal School, West Chester, Pennsylvania.

A comprehensive and practical book for grammar grades, giving thorough instruction and drill in fundamental processes and much information that is useful in business transactions. The treatment of mensuration leads up to algebra and geometry.

Previously Published

The NEW COMPLETE ARITHMETIC

SENSENIG and ANDERSON. 437 pp. 90 cents.

"The problems seem to have been selected and arranged with an eye single to securing independence and accuracy on the part of the pupil. The book is a strong one and is especially suited for systematic teaching and thorough drill."—L. O. FOOSHE, Superintendent of Public Schools, Harrisburg, Penn.

SILVER, BURDETT & COMPANY

NEW YORK

BOSTON

CHICAGO

The Best History of England

Green's Larger History of the English People, 4 vols., 12mo, about 1,400 pages, printed in type shown by these lines, on excellent paper, and handsomely bound in cloth. Price of the set, to paid-in advance subscribers to any of our five periodicals, only \$1.00; by mail, \$1.28.

We have secured the remainder of an edition, only a few hundred sets, and you must order quickly to make sure of getting one of them.

This is not Green's "Shorter History," but the larger work, the contents being identical with that of HARPERS' \$10.00 edition. Macaulay and Hume are the only English historians who are recognized as the peers of Green, and they are not rivals, because their works cover only brief periods of English history, while Green's covers from the earliest times to 1815. For 1815 to the present time, read McCarthy's History.

"Altogether the most perfect as well as the most delightful work on the subject."—*Christian Intelligencer*, New York.

"Is recognized by scholars as the best complete modern history of England in existence. Its finish of style removes it from the catalogue of books of reference, and makes the study of it a delight."—*Press*, St Paul, Minn.

"Green's History is one of the most brilliant and thoroughly valuable historical works which has appeared in many years. Fairly ranking with Macaulay's great work in the absorbing interest of its narrative, it excels that in adaptation to popular needs, in that it covers the entire period of English history from the earliest to modern times, instead of a brief period as does Macaulay."—*Methodist Recorder*, Pittsburgh.

E. L. KELLOGG & CO., Publishers and Booksellers, 61 E. 9th St., New York Any book supplied

A Great History Bargain.

One of the really great historical works of the world which every real student of world-affairs must read. We have fortunately got hold of something under 100 sets at a wonderful bargain, and a few of our teacher-friends who speak quickly may have them.

It is **MOTLEY'S DUTCH REPUBLIC**, the story of the nation in the glorious times of **WILLIAM THE SILENT**, whose influence and example have done more for American constitutional liberty than that of any other nation save England.

Kellogg's Great Offer. It is a really choice edition, fairly equal, we think, to that of Harper's at \$6.00; in four volumes, big type, full notes, fine illustrations, best library style, cloth, gilt tops. You may have the set for \$2.15 and with it we will give you credit for \$1.00 on new subscriptions to any of our five periodicals, or 75c. on renewal of your own; or, if you prefer, you may have \$1.00 in value of Popular Classics and Classic Fiction. If by mail, add 40c. postage. E. L. KELLOGG & CO., 61 EAST 9TH ST., NEW YORK CITY.

Libraries for Teachers Sold on Easy Installments

It should need no argument to convince any one entering the profession of teaching with any seriousness, that a reasonably complete library of education is an essential.

We have arranged eight groups of books to constitute our libraries; each is reasonably complete in its field, and the purchaser will feel the satisfaction of having a set of books that will answer all his ordinary requirements. Of the eight libraries, some aim to cover the whole ground of theoretical and practical Pedagogy, some deal with methods chiefly, and one is devoted to school Entertainment.

Kellogg's Teachers' Library, 19 vols., \$22.

Kellogg's Smaller Library, 9 vols., \$10.

Reading Circle Library, 18 vols., \$9.

Teachers' Professional Library, 13 vols., \$3.25.

Teachers' Manuals Library, 25 vols., \$3.75.

Teachers' Working Library (for Grammar Grade, Intermediate and District School Teachers), 20 vols., \$6.

Primary Teachers' Working Library, 30 vols., \$6.

School Entertainment Library, 27 vols., \$5.

These libraries are all sold upon the installment plan, which enables one to be secured at once upon a small cash payment, and, by the saving of a few cents each week, to be paid for in a limited period. For full particulars write to

E. L. KELLOGG & CO., Publishers and Booksellers, 61 E. 9th St., New York Any book supplied

READERS will confer a favor by mentioning **THE SCHOOL JOURNAL** when communicating with advertisers.

EIMER & AMEND

205-211 Third Ave., NEW YORK

Manufacturers and Importers of

CHEMICALS
CHEMICAL APPARATUS
PHYSICAL APPARATUS
SCIENTIFIC INSTRUMENTS
Everything Needed in the Laboratory

Glass blowing done on the premises
Metalware Manufacturing Dept. in the House



Dr. W. J. STEWART,

362 W. 23d St., N. Y. City.

Latest and most progressive methods in dentistry. Preservation of original teeth a specialty. Established 1868. Appointments by mail or telephone in advance for visitors.

Dr. Victor C. Bell, 699 MADISON AVE., NEW YORK CITY.

Author of "Popular Essays on the Care of the Teeth and Mouth" and "Our Teeth: How to Take Care of Them," a supplementary reader which is used in many schools.

Announces that he is prepared to do first class dental work of every kind, especially

Tooth Crowning, Bridge Work, and Building Up Teeth and Mouth

Special prices to teachers. Appointments to suit the convenience of teachers may be arranged.

PENNSYLVANIA

RAILROAD

Teachers' Easter Vacation Tour

TO
Washington, D.C.,
March 25, 1902.

TICKETS INCLUDING HOTEL EXPENSES

\$14.50 and \$12.00

Side trips to Mount Vernon, Old Point Richmond and Norfolk.

For detailed information apply to P. R. R. Ticket Agents or H. Y. DARNELL, Tourist Agent, 1196 Broadway, N. Y.



We Use Them Because They Exactly Suit Our Purpose
ON ACCOUNT OF THEIR EASY WRITING QUALITIES.



These Pens
are stamped

"ESTERBROOK"

Established
1860.

Their Company's address is 26 John Street, New York.

(Signed) THE BEST WRITERS

Teachers' Agencies.

Boards of Education and Superintendents

Wishing teachers, will find it of advantage to consult the

Teachers' Co-operative Association

Established 17 years
Positions filled, 4,000.

129 Auditorium Building, Chicago

Eastern Branch: 494 Ashland Ave., Buffalo, N. Y.

Central Teachers' Bureau, 1420 Chestnut Street, PHILADELPHIA.

Receives applications DIRECT from employers and does not notify members of positions where the agency is not to be mentioned. Our 21 years of experience is at your disposal if your record is good. Information for a stamp. Now is the time to enroll.

THE FISK TEACHERS' AGENCIES

Ashburton Place, Boston. 156 Fifth Ave., New York. 1505 Penn Ave., Washington.
203 Michigan Boulevard, Chicago. 414 Century Building, Minneapolis.
533 Cooper Building, Denver. Hyde Block, Spokane. 80 Third St., Portland.
420 Parrott Building, San Francisco. 525 Stimson Block, Los Angeles.

AMERICAN AND FOREIGN TEACHERS' AGENCY.

Introduces to Colleges, Schools, and Families, Superior Professors, Principals, Assistants, Tutors, Government, for every Department of Instruction; Recommends Good Schools to Parents. Call or Address Mrs. M. J. YOUNG-FULTON, American and Foreign Teachers' Agency, 23 Union Square, New York.

FISHER TEACHERS' AGENCY

LONG EXPERIENCE.
PROMPT, RELIABLE.

A. G. FISHER, Prop.

120 Tremont Street,
BOSTON.

Schermerhorn TEACHERS' AGENCY

Oldest and Best known in U. S. Est. 1855
JOHN C. ROCKWELL, Manager.

ALBANY TEACHERS' AGENCY

Provides Schools of all Grades with Competent Teachers. Assists Teachers in Obtaining Positions. HARLAN P. FRENCH, 81 Chapel Street, Albany, N. Y.

Kellogg's Teachers' Bureau

was established in 1889. In 1901 more teachers supplied with good places than any previous year. Steady demand for good normal primary teachers. We refer to N. Y., N. J., and Pa. Normal Principals. Teachers needed NOW. Particulars for stamp. H. S. KELLOGG, Manager, No. 61 East Ninth Street, New York City.

Pennsylvania Educational Bureau, ALLENTOWN CITY, PA.

Oldest agency west of the Hudson. Business done in every state. We need 1,000 bright, earnest teachers for 1902. We recommend. Register now. Circulars free.

"THE EXTENSION COURSE"

of the Kraus Kindergarten Normal Training School commences the First Week in NOVEMBER. Address Mrs. M. KRAUS-BOELTZ, "The Hoffman Arms," cor. Madison Avenue and 9th Street, New York City.

TRANSLATIONS.

INTERLINEAR

HAMILTON, LOCKE and CLARK'S

Good Type—Well Printed—Fine Paper—Half-Leather Binding—Cloth Sides—Price Reduced to \$1.50, postpaid. Send for sample pages.

Catalogue Free—
Send for one.

LITERAL

THE BEST TRANSLATIONS

New Copyright Introductions—New Type—Good Paper—Well Bound—Convenient for the Pocket—Price, postpaid, 56 cents each.

DAVID McKAY, Publishers, 1022 Market St., Philadelphia

PAYS BETTER THAN BONDS.

The United States government borrowed money for war expenses, agreeing to pay three per cent. interest for twenty years and then pay back the principal; if you are a total abstainer and not over fifty-five years of age we will loan you cash protection for your home and loved ones at from one and one-half to four per cent. per annum and you need never pay the principal.

The American Temperance Life is well known to the Christian and temperance business men of America. Organized in 1887 and incorporated in 1889, it was the pioneer American company to recognize that the man who does not drink is a better risk than the man who does, and to-day it is the only American company that gives the lower rates to the temperance people. It has assets amounting to nearly \$100,000, its annual income is about \$150,000, it has paid over \$500,000 to its members and has over \$7,000,000 of business in force.

YOUR OPPORTUNITY.

To SCHOOL JOURNAL readers who respond to this notice we will send a proposition showing how a substantial cash dividend may be received from the first year's investment.

Address Dept. 2,
AGENT WANTED.

AMERICAN TEMPERANCE LIFE

253 Broadway, NEW YORK, N. Y.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

Cash Buyers for Farms

or other real estate may be found through me, no matter where located. Send description and price and learn my successful method for finding buyers. W. M. OSTRANDER, North American Building, Philadelphia, Pa.

DREXEL INSTITUTE

PHILADELPHIA.

COMMERCIAL COURSE FOR TEACHERS

A course for the training of teachers of the commercial branches in high schools and academies. Persons with the necessary academic requirements, and who have had two or more years' practical experience in teaching, can complete the course in one year. Circulars, giving details of the course, can be had on application to the Registrar.

JAMES MacALISTER, President.

Do you know your own mind?

Yes, you will say, I have my opinions about things! You do know what you think; but do you know how you think, why you think, the manner and the occasion of your thinking? Do you know your pupils' mind, your child's mind, in this sense? Important points, these days! Not to be posted on these questions may be to just miss your one great goal as teacher or parent! They are answered in our Gordy's New Psychology, \$1.25, postpaid. Money refunded if not perfectly satisfactory.

HINDS & NOBLE, Publishers

4-5-13-14 Cooper Institute N. Y. City
Schoolbooks of all publishers at one store.

A. G. SPALDING & BROS.

(INCORPORATED)

Official outfitters to the leading colleges, schools and athletic clubs of the country.

Spalding's Official Athletic Goods are standard of quality and are recognized as such by all the leading organizations controlling sports, which invariably adopt Spalding's Goods as the best.

THE SPALDING Official League Base Ball, Official Intercollegiate Foot Ball, Official Gaelic and Association Foot Balls, Official Basket Ball, Official Indoor Base Ball, Official Polo Ball, Official Athletic Implements, Official Boxing Gloves.

Insist upon getting Spalding's goods and refuse to accept anything that is offered as "just as good as Spalding's."

Handsomely illustrated catalogue of athletic goods mailed free to any address.

A. G. SPALDING & BROS.
New York Chicago Denver

A GOOD SALARY

is in reach of every one who will undertake to be trained for it BY MAIL by the I. C. S. METHOD. Circular free. Mention position for which you wish to qualify.

INTERNATIONAL CORRESPONDENCE SCHOOLS,
Box 858, SCRANTON, PA.

THE MUTUAL LIFE INSURANCE COMP'Y OF NEW YORK.

RICHARD A. McCURDY - President

"The Greatest of all the Companies."

Assets.....\$ 325,753,152
Income, 1900..... 60,582,802
Paid Policy Holders..... 540,479,809
Insurance and Annuities.... 1,141,497,888

The Mutual Life Insurance Company issues every form of policy at the lowest rates commensurate with safety.

FRENCH BOOKS for Teaching French

are used everywhere. Send to the publisher for copies for examination.

WILLIAM R. JENKINS,
851 & 853 SIXTH AVENUE, NEW YORK.
Complete Catalogue on application.

THE PRANG EDUCATIONAL COMPANY

DRAWING BOOKS AND MATERIALS

FOR

PUBLIC SCHOOLS

Catalogue sent on application

BOSTON OFFICE
110 Boylston Street

NEW YORK
5 W. 18th Street

CHICAGO
203 Michigan Avenue

For the best text-books in Language and Grammar examine

DUNTON & KELLEY'S

INDUCTIVE COURSE IN ENGLISH

consisting of English Grammar for Grammar Schools and Language Lessons for Grammar Grades and for third and fourth grades, **First Book**. These are new books based on best methods. You should examine them. A sample of either book will be mailed for 20 cents.

CORRESPONDENCE SOLICITED.

THOMPSON, BROWN & COMPANY,
Boston New York Chicago

GILLOTT'S

For Slant Writing:

404, 351, 303, 604 E. F.,
603 E. F., 601 E. F.,
1047 (Multiscript).

Grand Prize and Gold Medal, Paris Exposition, 1900.

For VERTICAL WRITING: 1045 (Vertical),

1046 (Vertigraph), 1047, 1065, 1066, 1067.

HIGHEST QUALITY, THEREFORE MOST DURABLE

AND CHEAPEST.

JOSEPH GILLOTT & SONS, 91 John Street, New York.

PENS

INCORPORATED 1851.



The Massachusetts Mutual Life Insurance Company,

of Springfield, Mass.,

Issues a definite, clear, self-interpreting contract, giving amounts of paid-up insurance and cash values, extended insurance, installment options, and many other desirable features, all of which afford the most ample protection to the policy-holder.



GEORGE J. WIGHT, Manager,

610 Empire Building, 71 Broadway, - - - New York City.

E. FABER.

LEAD PENCILS,

PENHOLDERS,

COLORED PENCILS,

RUBBER ERASERS,

Etc., Etc.,

FOR SCHOOL USE.

EBERHARD FABER, - - 545, 547 Pearl St., New York

CLASSICS FOR A SONG

Hundreds of the world's most famous books at prices ranging from 3c. to 15c. each.

Catalog 3c. or free if you inclose this or mention name of this paper

E. L. KELLOGG & CO., 61 East 9th Street, New York, N. Y.

Relieves Exhaustion

When weary, languid, completely exhausted and worn out, there is nothing so refreshing and invigorating as

Horsford's Acid Phosphate

Its revivifying effect will throw off the depression that accompanies exhaustion and nervousness; strengthen and clear the brain and impart new life and vigor to the entire system.

A Tonic and Nerve Food.

Genuine bears name "HORSFORD'S" on label.

FREE CAMERAS

For Teachers' Disposal

We offer, free

A No. 2 Brownie Camera

to any teacher who will arrange to award the same as a prize in any class competition. Applicants will give, in addition to their own name and address, the full name and address of their school and state average number of pupils in attendance.

EASTMAN KODAK CO.

Rochester, N. Y.

RIDER AGENTS WANTED

to ride and exhibit sample bicycle.
1902 MODELS, \$9 to \$15
1900 and 1901 Models, high grade, \$7 to \$11
500 Second-hand Wheels
all makes and models, good as new \$3 to \$8. Great Factory Clearing Sale.
We **SHIP ON APPROVAL** and
10 DAYS TRIAL without a cent in advance.
Earn a Bicycle distributing catalogs. Write at once for net prices and special offer.
MEAD CYCLE CO. Dept. CHICAGO, ILL.

EUROPE Best tours. Lowest prices. Sail June 21, 28, and July 5. Address Edwin Jones, 462 Putnam Ave., Brooklyn, N. Y.
Fall tour to Europe and Palestine: 70 days, \$575.
TOUR AROUND THE WORLD (20 WEEKS,) - ONLY \$1,675.

AN AGENT WANTED

IN EVERY COUNTY AND EVERY CITY
IN THE UNITED STATES FOR

Kellogg's • Teachers' • Libraries

Terms Liberal. Write at Once.

E. L. KELLOGG & Co., 61 E. 9th St., New York



THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXIV.

For the Week Ending March 8

No. 10

Copyright, 1902, by E. L. Kellogg & Co.

The Practical Application of all Learning to Better Living.*

By Prof. D. L. Kiehle, University of Minnesota.

Life is the supreme treasure of humanity. Whatever it contains, whether much or little, it is still the most desirable of all things. "All that a man hath will he give for his life." Even when reduced to mere animal existence, it is still his precious treasure. And the history of the human race may be comprehended in the single aim, to make life more worth living, to enlarge the content of the ideal, and accordingly to appropriate or utilize man's environment to this end.

Education as the handmaid of civilization, may be comprehensively defined as a preparation for living. It has never been dissociated from this dominant idea of life, and therefore has always, in some sense, been practical. The form which education has assumed at various times has likewise been determined by the form which these two ideals have assumed, namely: (1) Who are entitled to a living, interpreted in its highest meaning? And (2), In what does living consist?

In general we may say that the governing class,—those who represent the institution in its governmental and social capacity,—have claimed for themselves the right to represent in themselves the highest ideal of living. This may have been claimed in the honors and comforts of life. They have not only excluded all others from the privileges enjoyed by them, but they have made all others contribute to their living by sacrifice of comfort, convenience, and even of life itself. Education has, therefore, always been for the recognized dominant class, who have alone been given the opportunity to prepare for living. The study of education reveals that with the expansion of this idea of the dominant class, the forms of education have changed to include the new classification, and also a change in method to prepare for the corresponding life. Introductory to our discussion of modern education, let us recall a few prominent historical illustrations.

Historical Review of Education.

The Athenian state was a pure democracy. The citizens of this city state numbered some 25,000 and were the governing element of a community ten times as great, consisting of slaves, peasant farmers, tradesmen, and the like. The high ideal of these free citizens was philosophic leisure. To this end their education provided a most complete and harmonious culture, physical, intellectual, and social, in the palaestra, the gymnasium, the military service, the games, the theater, and the forum. But this most remarkable system was confined to the few citizens of the state,—citizens who were relieved of toil, trade, and all occupations of industry, the latter being left to slaves and foreigners. Their system of education, so complete when considered with reference to their ideal, was correspondingly narrow. Gymnastics for the body and music for the culture of the soul in esthetics and philosophy, comprehended the entire range of their education. Commerce, manufacturing, and domestic arts being occupations of foreigners,

slaves, and women, the subjects themselves could find no place in the curriculum of freemen.

In the middle ages, when the Christian church was the educator of the world, the clergy were the dominant class. Life for them was religious, and education was regarded as intended especially for them as guides and teachers of the people. In this period philosophy was made the handmaid of theology. The product of Roman civilization in Roman law was made the foundation of canon law even as temples and basilicas of pagan Rome were transformed into the churches of Christian Rome. Later, in the twelfth and thirteenth centuries, as state governments began to form and take somewhat independent direction of affairs, Roman law became the foundation of civil law. Thus it was that the universities of Europe developed a curriculum intensely practical in the interest of the two great and dominant classes, the clergy and the secular aristocracy. This curriculum consisted of philosophy and theology, canon law, to which should be added the no less practical one of medicine.

Again, as in the sixteenth and seventeenth centuries the democratic spirit began to appear, as the people began to realize that life was for them as well as for their lords, and that a share of the comforts of life were for them also, they began to claim for themselves the advantage of education in gaining a livelihood. They instituted guilds for the protection of labor, and schools for the better instruction of the laboring classes. These schools, so imperfect in their beginnings, grew to be the *Bürger* and *Real* schools of Germany, the manual training and polytechnic schools of America. Harvard, Yale, and Princeton, provided an education of immediate and practical advantage to the clerical and legal professions, following the traditions of the past. If the representatives of labor,—and in this I include all secular occupations of trade and the mechanic arts,—if the representatives of labor pursued these collegiate courses, it would be for the general culture afforded by them, and not because they expected any practical application of learning to their several callings.

During the past century our school system culminating in the university has been greatly modified and expanded to satisfy the demands of industrial life. In the University of Minnesota we have colleges of law and medicine, of pharmacy, dentistry, civil engineering, electrical engineering, mining engineering, and mechanic arts, and last of all, agriculture. So bountiful has this provision become that it seems as if no form of productive labor had been overlooked in the educational facilities of the state.

Present Efforts and Ideals in Education.

If, now, you will recall the history from which we have selected our illustrations, you will observe that as the people have gained freedom and recognition as citizens, with the rights of freemen, the system of education has gradually expanded to give practical preparation for the several interests which citizenship represents.

* Report of address before the Department of Superintendence, N. E. A., at Chicago, February 25.

To begin with there have been two stages of development: first, that of education for the governing classes, social, secular, and clerical; second, the one with which we have to do, that of labor or productive industry,—not to supersede the first, but rather to supplement it and give it a more extended application. Thus far, too, the progress of education, as we have considered it, has been confined to men, because citizenship has been for men. Authoritative direction in affairs of church and state, in matters social and industrial, has been limited to men. Accordingly, education in all its history has been for men.

Education of Women.

In the earlier periods women were without either social or political consideration, and were consequently excluded from all privileges of education. It is only in recent times that the rights of woman and her position in state and church have come under serious discussion. As her rights of citizenship were recognized she was admitted to the public schools, and the era of co-education began. But the schools to which she was admitted had been planned for the ruling classes. What she was to get was because of what she was, and what she wished to pursue, in common with men. This education began in the elementary grades, where study, like play and work, are quite the same for boys and girls. Later, when women were admitted to colleges of academic and technical instruction, they found the courses such as were demanded for the training of men for professions and industries.

As women emerged from the seclusion and the limitations of domestic life to assume the responsibilities and to discharge the duties of citizenship, they first asserted their industrial rights,—the right to work for pay, to undertake enterprises requiring skill, according to their own preferences and abilities. The industries and the technical schools opened to her were planned for men; and from them she must choose those adapted to her tastes and capabilities. This condition has prevailed and still prevails thruout the state institutions with few exceptions.

No Provision for Home and Motherhood.

In the University of Minnesota we have colleges of law, medicine, dentistry, several colleges of engineering, and one of agriculture, including instruction in dairying, horticulture, and general farming. From these, women are free to select instruction on equal terms with men, and on the same terms offer their services to the public. Surely, this is great progress, and in which our own country takes precedence over all others. And yet, this is not the goal for women and their education. The significance of what we have done is, that in so far as men and women have common abilities, common rights, and common aims, they may study and labor together; but beyond the point of differentiation, in a department of life which belongs pre-eminently and exclusively to women, namely, the home and motherhood, no provision has been made. So noticeable is this neglect, that the criticism has been provoked that we are educating shopkeepers and artisans,—money makers of our daughters, instead of wives, and mothers, and home-makers.

It is doubtless true that in the development of civilization the first attention is given to the forum and the arts of government and conquest; after these come the shops and the trades for the acquisition of wealth and the material comforts. But all this is only the beginning, only the preparation for a living that is worthy of the name. Until wealth brings its treasures from the shop and the bank to the home, in forms of use for the comfort of the family, until art learns to beautify the dwelling-place of the family life as well as the cathedral and the capital, and until science devotes itself to the healthful rearing of children and the hygiene of the home, all these forces of our modern civilization of which we are proud, fall far short of their highest service, and that to which they are destined.

And this final and noblest application of wealth and

learning must be effected in the education of women. With equal rights to do what they may do in common with men, they must be permitted to continue their education in preparation for their higher duties of the home, which they alone are able to make and adorn.

College of Home Economics Needed.

I do not hesitate to affirm, if the subject is to be estimated from the standpoint of science and education, that there is as much intelligence and good judgment required in applying science to the care of home and its children, as to the care of the stock on the farm; and that it comports with the dignity of any educational institution to apply the principles of chemistry to the making of wholesome bread for the maintenance of health, as to the mixing of drugs for its restoration when lost thru ignorance of the laws of health.

Practical Demands upon High Schools.

So far as this discussion, the progress we have noted has been in our higher institutions, and for the training of specialists of the high grade in the several industrial lines of modern life. This demand of our times, that our education should contribute to the better living of the people, has found tardy response in the high schools of our states. These high schools are the colleges of the people. They must not only fit the few for the higher institutions, and for the special courses, but they must give the final preparation for practical life to the majority of its students. The positions to be filled by those who are graduated from these high schools are, in the main, common forms of business,—the trades, farming, and, for young women, the duties of home life.

The duty of the high-school—as well as of every other school—is to represent and keep before its pupils in the most appropriate way, the highest aims of education. This must not for a moment be lost sight of. The spirit should be to encourage every youth to make the best of himself, and the most of life, by the highest culture which his circumstances will allow, and by his intelligence and skill to make himself a part of the largest world of human interests and activity of which he is capable. Nothing would be more calamitous to the high schools than the closing of the avenues to a high culture, and the giving of undue prominence to the mere money-making occupations of life. Having guarded this aspect of the high school, I may say without being misunderstood, that, in-as-much as life must be lived by the largest portion of the people without the privileges of a collegiate education, it is the duty of the high school to educate this body of its students to the best ideas and the most practical application of them to the station they are to fill. This is especially important with regard to the industries. Until the era of popular education, the educated classes were occupied with social, governmental, and professional duties. The industries were followed by the uneducated classes. The aristocratic application of education, more properly named training, for the improvement of menial service, did nothing toward popularizing industrial life, and in giving it rank with the occupations of the cultivated classes. The young people who are in our high schools will not enter the class of menials, no matter how excellent the training. If, however, the useful industries, as manual training and the domestic arts, are given an educational and culture value in the curriculum of our high schools, the problem has found a solution.

As to Commercial Branches in the Schools.

The claims of such commercial courses as book-keeping, type-writing, stenography, and the like, that are now being urged upon our schools, are not to be compared, as regards their educative and social value, in importance with those I have named. The reasons for the latter statement are these:

1. The studies are urged by the spirit of trade,—a spirit which is already a dominating one in our American life.

2. The elements of commercial transactions ought to be provided as a practical application of, and within the time given to, writing and arithmetic.

3. In educational value, the subjects I have named are immeasurably superior. Domestic science requires skilful application of the best results of the sciences of physiology, hygiene, and chemistry. Manual training is an application of geometrical conceptions of form, in accurate observation, comparison and judgment, in forms of wood and metal, and also an æsthetic adaptation of the same to useful ends.

4. But above all other considerations, these subjects foster those forms of life which, for reasons already given, have been in disrepute, and yet are more important to comfortable living. We are already under the influence of a money-getting, commercial spirit, which is intruding upon the quiet comforts of home-life, and diverting our youth from occupations which require diligent and steady application to employments that promise moderate yet certain and steady returns in profit. Our young women have already too many encouragements to take positions of public service in shops, stores and offices; and our schools as promoters of high ideals of life and service owe it to themselves that these subjects receive the attention they deserve.

The educational policy of continental Europe has been to improve the intelligence of the people in order to make them more efficient in their respective spheres of life, and thereby to increase their usefulness to society above them, as well as to add to their own happiness, but without disturbing the traditional class distinctions as they exist. In America the opposite idea has largely prevailed. Those in humbler life have been taught that education is the avenue of escape from the sphere of life into which they have been born, and with which the evils of life have been associated. Under this impulse our educational system has fostered a general migration from domestic and industrial life. Our daughters are headed away from the home fireside, and are strung along the way from the merchant's counter and the stenographer's table up to the practice of law or of medicine. Our boys have dropped the hoe and the hammer and are headed for the town to become clerks, doctors, lawyers, and legislators.

An Analyzed Scope of the School.

Now it is not in my mind to condemn this view of education, or to oppose it; but I do urge that we enlarge our views to include that other idea, that education has for its aim a preparation for a life of comfort and honor in every walk of life. It is to furnish our youth with culture of mind and heart that will make them noble men and women, and with the necessary skill of hand that will make home a place of refinement and health, and the shop a place of intelligent and remunerative industry. It is to make all industry of cultivated life honorable, to encourage every young man and woman to seek and to occupy the largest place of usefulness to which he is by nature adapted, to avoid none as if it were menial, and to make home life the center to which art, science, and wealth make their final and choicest contribution.

What Living is Most Worthy of Our Seeking?

It is not only that education should prepare for a better living, but it should teach what a better living is. Next to living, the greatest problem of life is to know what is *good* living. And the greatest obstacle to an adequate system of education lies in the misconception of society respecting the kind of a living that is most worthy of our seeking. No one will deny that man's first effort is for bread for himself and his children, and until this demand is satisfied it is useless to interest him in anything else. But having bread he should learn that the delights of life do not increase with the accumulations of bread in the forms of money and bonds.

What our schools and our learned men have yet to learn is what the proper service of education is, and what shall be the final end of its acquisitions in practical use. Explorers and searchers for things new, whether it be for new continents, new laws of science or new philosophies of life are contributors deserving of great honor, but these do not rank highest. They are but the fore-runners of those who apply things new to the better living of the people, those who colonize the new worlds, and establish governments of freedom for the oppressed, those who utilize science for the improvement of social conditions to make people happier and better, and who multiply the number of happy homes with happy children.

The leaders in our great institutions have too often overlooked this consideration. They have risen so high



Dr. D. L. Kiehle, Professor of Pedagogy in the University of Minnesota.

into the sphere of the general and the abstract that they have forgotten their supreme mission. The aimlessness of the study of philosophy was exposed by Malebranche in the confession that if he held truth in his hand he would let it escape that he might enjoy the pleasure of its pursuit. Modern science in a like spirit assumes that all that is not pure science is impure. A German professor objects to applying calculus to concrete things, such as falling bodies and other physical phenomena. Another professor introduced a new phase of mathematical science to his audience with this self-complacent announcement: "Gentlemen, I am pleased to assure you that this is a chapter in mathematics which cannot be applied to any practical purpose." The men who devote themselves to investigation and discovery must not forget that their honors will not be awarded until they or others have given value to their discoveries in some practical application to living.

In our day it is the people who are supporting education, and not princes nor a scientific aristocracy. Now, the people are interested in nothing so much as in living; and they who are nearest the people are the men who take the crude material of discovered truth, which the miners have sent up from the dark chambers of their hidden lives, and reduced them to forms of utilitarian beauty, to increase and to improve the happiness of men. And this test is being applied to our entire educational curriculum. Humanity has no use for "art for art's sake" for culture is an end in itself, nor for a science that disappears with its votaries in the realm of the abstract. The supreme test of educational value is contained in the questions: *How do these things relate man to life? What better interpretation of living do they give? How do they contribute to better living?*

Does the Community Get the Worth of the Money It Expends on the Schools?*

By Robert L. Meyers, Harrisburg, Penn.

Following a personal inclination I have admitted the term "community," for the purpose of this paper to the people constituting the rural school district. The schools in our larger towns and cities have at their very doors splendid organizations of sharp critics and able advocates. The ministerial association in every urban community is an educational factor not enjoyed by the rural community. The newspapers, with their corps of correspondents, are a restraining and a stimulating force felt only in the cities and larger towns. The medical fraternity and the board of health are expert supervisors of the sanitary conditions of city schools. In addition to these, the cities and towns have their civic clubs, their patriotic orders, their charitable societies and their free kindergartens, all seeking opportunities for usefulness. The rural community has the assistance and the encouragement of none of these organized agencies.

The money expended by the community in its schools is derived from two sources—direct taxation and the state appropriation. There is a difference of opinion about the community's right and title to the moneys collected by the state from corporations—some believing that it is taken from the people by a simple method of indirect taxation, and others claiming that it is created by astute and cunning statemanship, that it is consequently a plaything of the statesman and that the people in general have no inherent right to it. To the latter theory I offer an emphatic protest; and by the "money expended by the community" on its public schools, we will understand all the money invested in the public schools, whether it comes from the people in the form of taxes, or in the form of excessive prices paid for coal, farm implements, and the other necessities of life.

Money expended in schools is a good investment. The folly of neglecting education has probably never been more accurately and strikingly depicted than in the history of the "Jukes" family as told by Richard Dugdale, of New York state, in the twentieth annual report of the New York Prison Commission. Mr. Dugdale began the study of the "Jukes" family in 1874, and made his report in 1877. The "Jukes" is a general name applied to forty-two different names borne by those thru whose veins flow the blood of one man named "Max Jukes." For three years, Mr. Dugdale gave himself up to this work with great zeal, studying the court and prison records, reports of town poorhouses, and the testimony of old neighbors and employers.

"Max," the father of the Jukes, was born of Dutch stock in 1720.† He would not go to school, would not work. He wanted to go fishing, hunting, and trapping. So he left home early, went to the woods, and on the border of a lake in New York state, he built his shanty and reared a family of "runts," which since 1750 have numbered 1,200 souls. Of this vast number 310 were professional paupers, who were in poorhouses 2,300 years; 300 died in infancy for want of intelligent care; 50 women were social outcasts; 400 men and women were physically wrecked early by their own wickedness; 7 were murderers; 60 were thieves, and 130 were convicted of various crimes. The almost universal traits of the "Jukes" were idleness, ignorance, and vulgarity. These characteristics led to disease and disgrace, to pauperism and crime. They were a disgustingly diseased family as a whole. There were many imbeciles and many insane. The sick, the weak and goody-goody

ones were almost all paupers; the healthy, strong ones were criminals. Taken as a whole, they not only did not contribute to the world's prosperity, but they cost the state more than \$1,000 apiece, including all men, women, and children.

The community's failure to educate and train one boy, "Max Jukes," resulted in inflicting upon society 1,200 criminals and paupers, who cost the state \$1,250,000 in court house, jail, and poorhouse expenses.

What would be the result if that picture and its financial extravagance could be studied by every taxpayer, and if every one would thereby be led to hunt up the prospective "Jukes" in his own community and thus protect his property from increased taxation for pauperism and crime?

It remains to be answered whether the community gets the full worth of its investment. It does not. Our schools are not perfect, and may never be. But our duties as directors are not fully discharged until we get the best results attainable from the money invested. The defects in our public schools are not numerous. Our time-honored system of isolated ungraded schools is the chief defect; for every year it is becoming more and more difficult to get and retain strong, independent, enthusiastic teachers for ungraded schools. The limits of this paper will not permit me to give my views on the wages of the young men and women, teaching for \$30 per month, in isolated districts, where the annual institute and the county superintendent's visit are the teacher's only professional inspiration. It is always a step in the right direction to raise wages to secure better teachers for country schools. But it is deplorable that good teachers are resigning country schools paying \$55 per month for a term of ten months, and accepting positions in nearby towns at \$45 per month for terms of eight or nine months, so as to have graded school work and the companionship of fellow-teachers.

From calculations based on the statistics of the latest report of the state superintendent, I learn that in 1901, the state lost over \$4,710,000 from irregular attendance. From this it appears that the school directors of this state paid out in teachers' wages, fuel and contingencies, text-books and supplies, more than \$4,710,000 to provide educational facilities for pupils not in school. In this connection it should be remembered that irregular attendance is greater in the rural communities than in the cities and towns, and that the loss is consequently greater in the rural districts. Over \$4,710,000 practically wasted. In the face of such figures, what must be the answer to the question assigned me? An amount of money equal to a third of all the money paid to the teachers, equal to nearly four times as much as the total cost of free text-books and free supplies, equal to more than twice as much as it would cost to provide conveyances to haul all the children of all the ungraded schools to central graded schools—actually wasted by irregular attendance alone.

The enactment of a compulsory attendance law is a step in the direction of checking this waste; but there are a number of inconsistencies in all our laws relating to school attendance; and these, together with the obstacles that confront the enforcement of the compulsory school law in rural districts render our efforts in this direction to a great extent ineffectual.

Consolidation of Schools.

Another step in the direction of checking the waste of this \$4,710,000 was the enactment of the law providing for consolidation of isolated ungraded schools, the establishing of central high schools and the transportation of pupils at public expense. The law is known as the "centralization" act approved April 25, 1901.

*Abridged report of an address before the Seventh Annual Convention of the Pennsylvania State School Directors Association, February 13, 1902, in the Hall of the House of Representatives, Harrisburg, Pa.

† This summary is taken from "Jukes-Edwards," by Dr. A. E. Winship, Boston, Mass.

It is now in the hands of the school directors and county superintendents. If they want to take advantage of its beneficent provisions, it must first be submitted to the people of each community for their approval, a process that in itself comprehends a great educational revival in the rural districts. Similar laws to this are in operation in some of the New England states, some of the Western states and some Southern states, and in all of these states the centralization of rural schools and the free transportation of pupils have the enthusiastic support of all educators in close touch with the rural schools. Among the advantages rightfully promised by this law are the following:

1. Graded schools for townships, with all their attending advantages—better teachers, better supervision, more systematic work, more regular attendance, special work in music, drawing, etc.

2. Improved sanitary conditions, better ventilated and heated buildings, children less exposed to stormy weather, wet feet and damp clothing avoided.

3. Township high schools. The poor man's children as well as the rich man's children are afforded a means of reaching the high school; and thus all patrons have a common interest and the whole community is drawn together.

4. Economy in time and money. In every instance where schools are managed under the provisions of this or a similar act, there is a great saving of time and more work is accomplished. In a majority of cases, the expense of maintaining the schools of a district has been diminished by "centralization." As early as 1896, State Superintendent Schaeffer in his annual report gave a paragraph to "centralization," from which these sentences are quoted:

At a few places the experiment has been tried with marked success. . . . From the province of Victoria in Australia comes the report that 158 schools were closed by this plan and that after deducting the cost of conveyance, the saving amounted to \$50,000 per annum. The minister of education says that the system is a marked success, and if there is one feature as to its working that stands out more prominently than another, it is the remarkable regularity of the attendance of the children conveyed. . . . In several of the New England States which have tried the same experiment, the land in remote districts is said to have risen in value instead of depreciating in the market, as it was predicted by those opposed to the closing of the schools near their own farms.

No other bill before the state legislature received such careful consideration as the bill providing for the centralization of township schools. At the request of its friends, final action was postponed time and again; for it was observed that the longer the bill was considered the stronger it grew in favor. When action was finally taken, it passed the house of 204 members with but twenty-seven votes cast against it. It passed the senate of fifty members without a single opposing vote. It was signed by the governor after he had given to its consideration all the time allowed by the Constitution. Yet, in the face of all these facts, ignoring the tireless and sincere efforts of the friends of rural schools, and regardless of his attitude in the report of 1896 just referred to, State Superintendent Schaeffer in his latest annual report deals this new law such an unexpected blow that the friends of the law stand silent in astonishment. He says:

In some of the Western states the construction of good roads and the location of the dwelling houses along highways which run at right angles thru townships five or six miles square, have made it possible to centralize the schools, to establish grades, to furnish free transportation, and yet to diminish the expense by reason of the smaller number of teachers that must be employed. Altho the act of June 22, 1897, provides for the transportation at public expense, of pupils belonging to schools which have been closed by reason of small attendance, and the act of April 25, 1901, still more explicitly specifies a way by which schools may be centralized in the rural districts of Pennsylvania, yet the movement has not been growing much in strength and favor. In addition to

the fact that there is a loss of upwards of fifty dollars in the state appropriation for every school which is closed, there are other factors which work against the centralization of schools in our country districts. The township lines are often very irregular; many dwelling houses are located at springs or near streams away from the public highways; the roads are often impassable during the winter season; transportation is beset with formidable difficulties; and people are naturally slow to abandon a school-house near their home for one that is far distant or hard to reach. So far as one can see from the reports which have reached the department, the act of April 25, 1901, has not borne much fruit, in the centralization of schools in country districts, and further legislation will be necessary if this idea is ever to be generally realized in the sparsely settled sections of our state.

An analysis of this report is not out of place:

1. "In some of the Western states." Why does this report not also say in some of the Eastern and Southern states where townships are not square and roads do not run at right angles? Has the author of this report failed to read the reports of the United States Commissioner of Education for 1894-95 and for 1895-96? Has the author of this report forgotten what he said about centralization in Australia and in New England, in his own report of 1896?

2. "Highways which run at right angles." Writers on the subject of geometry will have to revise their textbooks; for, according to the conclusions of this report, the sum of two sides of a right angle triangle is not now greater than the third side. In other words, the distance from the extreme corner of a township diagonally across to the center is greater, according to this report, than if the center were reached by roads running parallel with the sides.

3. "Movement has not yet been growing much in strength and favor." Campaigns are now in progress and battles for centralization are being fought in no fewer than four counties, under the direction of leaders whose foremost desire is the advancement of their rural schools.

4. "Loss of upwards of fifty dollars." It is true that by closing a school a district will lose \$50 from its appropriation; but it is also true that the district will save the teacher's salary, amounting to at least \$200.

5. "Township lines are often irregular." It is true that we have some oddly shaped townships, but the author of this report knows that we now have laws authorizing the changing of township lines for school purposes. Hence irregular township lines are not "formidable obstacles." A change of township lines is necessary only in a very small number of townships.

6. "Houses . . . away from public highways." The act of April 25, 1901, does not consider private roads. It states specifically "along the nearest public highway."

7. "Roads are often impassable during the winter season." If this be true, does it not argue with equal force against township high schools or even against our present system of isolated district schools? Is this then not a point in favor of a general system of hauling children to school?

8. "Not borne much fruit." Of course not. The provisions of this act prevent its bearing fruit before September, 1902.

I am in hearty accord with the Department of Agriculture, in its contention that the improvement of the rural schools should not wait for good roads, and that the advocates of both should work hand in hand. My father was a country school teacher; five of his eight children taught country schools; two of these are now filling early graves, their untimely deaths being directly chargeable to the mental and physical hardships attending the female teacher of the isolated country school; and their memory will ever impel me to raise my voice in support of any worthy movement to improve the conditions of the country schools, the schools which more than all others, at this time, need the fostering care of the men who are charged with the education of the young.

The Wages of Teachers.*

By PRIN. WM. McANDREW, Brooklyn, N. Y.

Away back in 1787, even before the Constitution of the United States was framed, the Fathers of the Republic drew up and passed the fundamental law of the territory of which grand old Illinois is the central and most important state. They provided whatever laws the people of the five commonwealths should make, would be in accordance with the provisions of the ordinance of 1787. Those were the days of broad ideas; men were taking long, deep breaths of liberty, of progress, and of reform. It was, in this Western world another renaissance of the highest forces of civilization. The ordinance glows with the spirit of the times, and, just as soon as it gets the preliminary division of land, etc., out of the way, it sounds the note of advancement in this splendid sentence:

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

The means of education! That is what you are, teachers of Chicago. Everything else in your school system is merely accessory. A school-house is nothing but a place; course of study, books, and apparatus are merely tools; principals, supervisors, superintendents, and school boards are only necessary evils, due to your variety of views. When it comes to the actual process of education you are essentially it.

This is the age of machinery, and our people have sometimes thoughtlessly assumed that a machine, in charge of some high-priced superintendent, could educate children. If a New York paper correctly quotes your mayor he seems to be one of those, for he is alleged to have said, "If we were obliged to reduce the fire department, I would cut down the number of men rather than reduce the engines that put out the fire." Putting out fires is essentially a mechanical operation. The perfection of the machine is the most important feature of it. If that principle is to apply to schools we might as well get phonographs to do the teaching, and strap the children down to seats, releasing them all at a proper hour by an electric clock.

I cannot believe that all men who have given their lives to the study of education, who have announced with such positiveness that it depends entirely upon the personality of the teacher are wrong, and that your mayor is right, however expert he may be in the affairs of that department whose chief duty is to throw cold water. I think that the view of Huxley will continue to prevail, that "Whenever educational funds fossilize into mere bricks and mortar, with nothing left to work with, the result is educationally nothing."

Where has the most successful education been secured? Garfield said it could be upon a saw log, with a personality like that of Mark Hopkins. Who is the most eminent teacher you can mention? Will not Thomas Arnold rank among the first? I find in Dean Stanley's "Life of Dr. Arnold" this statement: "It was one of his main objects to increase in all possible ways the importance of the teachers and their interest in the place. It was his increasing delight to inspire them with general views of education and life." Dr. Arnold based his system upon the character and power of the teacher. Brains may make a scholar; but without the warming influence of sympathy, love, and affection for children, they never made a teacher and never can. I am sure that any one who studies the problem with an unprejudiced mind will reach the conclusion that the teacher is the vital means of education; and if "the means of education are to be forever encouraged," this encouragement must be that which directly and personally encourages the teacher.

The Teacher's "Encouragement."

Now what are the means by which teachers can be encouraged? Evidently the same means that encourage any one else: enough to eat, pleasant surroundings, respect, good position in society. These things give confidence to most people. In America these things are secured by money. We are not here to say that this ought to be so, but to remind you that it is so. The American public gauges its respect in a considerable degree by the amount of money it pays. Money is a convenient medium by which to show your estimation. The idea that education may be encouraged by money paid to teachers is not new. It is a very fundamental principle laid down by Adam Smith, the father of political economy, for he says: "Wages are for encouragement." This, like everything I am saying, is so well known as to make it almost a waste of time for you to hear me. But Chicago has done such fool things recently in the case of its teachers that you must patiently review obvious and commonplace truisms, just as you repeat so often to forgetful children that 2 times 2 is 4.

I am claiming that education is not encouraged when you neglect the material prosperity of the teacher. Do you need authority on this point?

President Schurman, of Cornell university, remarks: "The calling cannot hold its best members if they can get better wages elsewhere."

The editor of the *Forum* says: "Teachers cannot be expected to be enthusiastic unless they are well paid."

The *Outlook* asserts: "If a teacher, should any emergency arise, has not laid aside enough to pay her bills she is worried out of the possibility of good service."

Scribner's Magazine avers: "Teachers must be able to save something or they are constantly in a condition of uneasiness and inefficiency."

Prof. Wilbur S. Jackman, of the Chicago institute, says: "Small pay and uncertainty of tenure degrade us as a profession in the eyes of the public and keep our usefulness at a low point."

Supt. William H. Maxwell, of New York city, says: "The highest teaching ability can be had by boards that pay well. Men and women naturally seek those callings that command the largest amount of the good things of life. The city that keeps behind in salaries, keeps behind in schools. Good teachers cannot be had if the pay is not high. The supply of competent teachers is not greater than the demand."

Low Pay a Cause of Deterioration.

These few quotations will serve as a reminder of the general opinion of men who have studied the subject. They show the impossibility of getting the best talent to remain in the ranks if not well paid. There is another side to the question, and that is, that even if the best people would remain as teachers at low pay, they would deteriorate because of it. As Dr. Maxwell says: "Poor pay saps the strength of the teaching force." As soon as that force is lessened the public becomes the loser. As the New York *Herald* puts it: "It is not only pitiful that teachers should be harassed with uncertainty regarding their incomes, but by so much as their cares distract their attention from their work are the public schools robbed of their efficiency."

I do not know any calling that ought to be paid more generously than teaching. It costs a great deal of money nowadays to prepare for it. Its pursuits bring a daily striving and effort that wears one down very rapidly. I am quoting a good deal because I believe that these statements ought to be given all the weight that comes not only from common knowledge but from high authority.

William Hyde, president of Bowdoin, has studied teaching with great care. It is he who says: "To teach well, five hours a day, five days in the week, thirty-six weeks in the year, requires all the vitality and energy one can afford in the whole fifty-two weeks; for teaching is highly concentrated work."

* Address to the Chicago Teachers' Federation, February 24, 1902.

That curious passage in the New Testament which relates that the Master knew that healing had gone out of him is paralleled by the experience of teachers who furnish a magnetic atmosphere which keeps the tone of the class clear, obedient, cheerful, and hopeful. Every teacher feels it. The care and instruction of from fifteen to fifty children is a constant drain on vital force. There is no occupation that I know of that brings more frequent or complete exhaustion.

Now, everybody knows that the forces which reach the highest power in teaching are those which spring from compliment, gratitude, recognition, respect, and reward. It is not born of fear of removal, dread of poverty, and the humility of low place. There is little joy even in respectable poverty. A teacher cannot give out much of the joy of life when her home is in a hall bedroom, her wardrobe cheap and monotonous, her companions ditto. Flowers do not blossom unless they have air and sunshine. When men wish fine performances from thoroughbreds, they put them on grain. I recollect reading in a horse-trainer's book that fine animals should have windows to look out of, it develops their minds. Benevenuto Cellini remarks, in his quaint autobiography: "Cats of good breed mouse better when they are fat than when they are starving, and likewise honest men who possess some talent exercise it to a far nobler purpose when they have the wherewithal to live abundantly."

Teaching Cannot be Measured by Narrow Business Methods.

Every school man knows that successful education depends upon the spirit of teachers, but school men don't have the say in these things; it is still the custom to administer schools thru a board of business men. They say and they believe that the school should be run on what they call business principles. These words have a sacred sound to some Americans. To my mind the application of these alleged business principles to the employment and payment of teachers is one of the most vicious errors that stands in the way of successful schools. It is assumed that teachers can be hired by the hour, as one could engage a dray, that the places can be filled by competition, that the thousands of women who could be engaged to-morrow at half your wages could in a short time do the work as well. You can buy brains, maybe, but you can't buy good teaching it is more a process of the heart than of the head. It is a kind of service different from every other public work. It is distinctly dissimilar; the analogies of business procedure do not apply to it. Its wages are not pay for certain quantities of goods delivered, but they are "for encouragement" in a stronger sense than any other kind of wages Adam Smith had in mind. In Thomas Jefferson's time they expressed this very prettily, in speaking of the public service: "We do not suppose it possible to *compensate* you by any amount of money whatever, but we consider it proper to *facilitate your labors* so far as money can do it." That is the position of wages in the educational economy; they are to facilitate your labors; they are for the encouragement of the means of education.

The minimum wage for a teacher is that sum which will maintain her in the best physical and mental condition for work.

In my opinion all studies of any phase of educational management whatsoever, lead unerringly to the principle: "The lowest wage must be a good living wage." The poorest teacher in the system must have that. Then your scale of pay for meritorious service, your encouragement to increase efficiency must make addition to this living wage, year by year, sufficiently large to resist the attractions of other pursuits and so to retain your best teachers in the ranks.

What is a Living Wage?

What is the cost of a good comfortable living for an unencumbered woman in Chicago? Last week a judge of this city decided that the alimony of a certain childless woman should be increased from \$20 to \$30

per week. That seems to indicate that the court held that \$1,040 a year was not enough for the support of an unencumbered woman. The joint committee on teachers' interests of New York and New Jersey of which I am a member, has obtained a number of interesting statements as to the cost of living in various localities. I will cite the yearly expenses of a woman living in a New Jersey town of 5,500 inhabitants. She is in the real estate and insurance business. I can see that in order to do effective work she needs to live moderately well. I think it is fair to assume that fully as high a class of woman is required in school work and needs to live as comfortably. This woman writes:

I have rooms with a private family, on a pleasant street. I cannot live happily in one room. I want my grate fire and my pretty things about me in my parlor. I think it pays me to make my own personal home as attractive as possible. I pay \$12 a week for two rooms and my own bath. This includes the heat, light, and service. I pay \$4 a week for table board. I have tried cheaper, but it doesn't pay. In the matter of clothing, I believe it a good business investment to dress as well as I can afford, but that isn't as well as I would like to dress. I average \$250 a year for gowns, gloves, boots, and hats, including work, laundry, etc., on the same. We have ways of turning old gowns inside out that would do fairly well if we had gowns enough, or if it would deceive us as well as it does outsiders. For periodicals I spend, first for newspapers, \$20 a year (but that is business); second, for magazines I spend \$15. I pay \$25 a year pew rent, but I shall not tell you what I give for church and charity. For concerts, entertainments, etc., I do not think \$25 a year excessive. An average sum for dentist, physician, and medicines would be \$40. I have an accident insurance that costs me \$15 a year. The expense of a summer outing of two weeks runs from \$100 to \$140.* For recreation one should have a complete change of scene; and travel is pitifully expensive. As to the amount which should be saved each year, that is hard to answer. I think no professional woman should deposit less than \$300 a year for a rainy day, but suppose we say \$220 a year. In twenty years' time, in an insurance company I represent, that will buy a woman a \$500 annuity each year for the rest of her life, no matter how long she lives. As I estimate it I cannot live comfortably in this town on less than \$1,600 a year.

Such is a business woman's estimate of the cost of a good living in a little New Jersey town of 5,500 inhabitants.

This is a line of investigation that I have always thought pertinent to the school system. The public hires us; it wants the best work; it would seem to me requisite to know what it costs to live in the place and on a scale adequate to do the best work. It is a computation capable of minute exactness. Room rent, board, clothes, all these things cost about the same from year to year. Defenders of high-class education ought to be able to lay before school boards, aldermen, legislatures, and the public figures so exact and fair as to be unanswerable.

The Battle Waged in New York.

This has been one of the lines on which the teachers of New York have worked with great success.

Five or six years ago a few men and women, public school teachers, began speaking and writing on "the living wage" for educational workers. They copied from the city records the wages of various officials, messengers, stable men, and street sweepers. They compared them with those of teachers. They printed the comparisons in the newspapers, distributed them as pamphlets, and put the unanswerable question, "Why should not teachers receive as much as any public servants?"

(Continued on page 287.)

*There was considerable merriment when Mr. McAndrew read this statement with reference to vacation expenses. A few of the opponents of higher wages for teachers seized upon this one item to make fun of the whole movement. Is it really so absurd that a woman should be able to spend \$140 for a vacation? If the real estate woman can afford to spend the whole amount, in two weeks, say on a trip to California or the Grand Canyon or Yellowstone Park, then why should the teacher be debarred even from the possibility of having \$140 to spend for an eight weeks' vacation? The matter is not at all an unreasonable one. The critics lack ability of simple analysis, that is all. EDITOR.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING MARCH 8, 1902.

Francis Wayland Parker Died March 2.

The greatest American school-reformer since the days of Horace Mann has passed away. No one ever fought more valiantly for the recognition of the rights of the child at school than this hero whom death overtook at Pass Christian, Mississippi, where he had gone in search of health, to revive the vigor which sorrow and overwork had sapped. Colonel Parker never recovered from the blow which the death of his remarkable wife struck his heart. She had been, thru years of battle with opposition, his strong stay, adviser, and comfort. Her calmness of judgment and her conciliatory powers helped him to come victorious out of many a strife where defeat appeared almost inevitable. Most, if not all the criticism that has been raised against Colonel Parker's conduct of the Chicago institute would have been averted if Mrs. Parker could have been with him in the days of organization and up-building.

What American education has gained thru the services rendered to the schools by this great leader, a future generation of educators will recount with enthusiasm and with far more unanimity than the present-day school men, many of whom lack perspective and are afflicted with a tendency towards measuring what a man is not, rather than what he is. History will relate what revolution he inaugurated in the methods of teaching and governing little children. The significance and far-reaching effects of his fight against pedantry, cruelty, and thought-crushing rote-work in the primary school will be better understood and more generally appreciated when those who claim the name of educator prefer to walk in the sunlight of educational history to groping their way thru the darkness of inexperience with only the little candle of their own wisdom to aid them.

If Colonel Parker had lived in Germany reports of his ideas and his work would be studied on our shores as a new gospel of education.

Some time ago in celebration of the silver anniversary of Colonel Parker's leadership of the movement popularly known as the "new education," THE JOURNAL issued a souvenir in which it was said that striking similarities might be found between him and Basedow, the foremost school-reformer of the eighteenth century. A French writer who—with all due respect to him be it said—evidently had never made a first-hand study of the father of philanthropinism, suggested in one paragraph that this comparison was a characteristic evidence of American extravagance in measuring our educators, and in another paragraph hinted that it was a very questionable honor, this being called a modern Basedow. Perhaps Professor Compayré would have thought it still greater extravagance to have compared Colonel Parker to Pestalozzi. And yet if it were not for the incongruity—oppositeness of disposition and teaching power for instance—the comparison could have been abundantly justified. In our day of haste and running after the new, Colonel Parker did not receive the consideration of a Fichte, a Herbart, a Diesterweg, or a Froebel, and that is probably the principal reason for the inadequate attention devoted to him by cotemporaries. It will take the educational world as many years to catch up with Colonel Parker's ideals as it took to reach a sane judgment concerning the philosophy of Rousseau.

We regret that the controversial element could not be eliminated from our notice of the colonel's death. It

is hard to get away from a consciousness of the unmistakable evidences of existing hostility to Colonel Parker, and a tendency to belittle him and his work.

THE SCHOOL JOURNAL expects to have, the first week in April, a special memorial number to afford an opportunity for the expression of appreciation of Colonel Parker and his noble struggle for the higher ideas concerning the education of children.

How little intelligent interest the daily papers take in educational affairs has been strikingly demonstrated by the almost utter indifference with which the news of Colonel Parker's death was received. Outside of Chicago and vicinity the papers either failed to mention the passing away of the heroic champion of free and joyous development of children, or they gave but scanty and inaccurate notice. In New York city only one of the prominent dailies devoted more than a few bare lines to the event. Two papers which lay claim to consideration as special friends of the schools did not record the death at all!

A hero's life devoted to the advancement of the nation's highest good is permitted to depart in obscurity that the shallow gossip of the day may not suffer. A warrior who fought for his country on the battlefield and who refused high political preferment after peace was declared in order to consecrate his strength to the care of the nation's most precious treasures, is taken to his grave in silence that a degenerate press may not be disturbed in its business of transforming paper bought at three cents a pound into sheets that will fetch eight cents a pound. And that press lays claim to leadership of the nation's thought! Is it any wonder that childhood's highest interests are so much neglected, and that parental and civic selfishness in matters of education is on the increase? Colonel Parker's best efforts were directed against the very foes that the indifference of the papers to the needs of the children in early school years is fostering. The silence of the daily press as regards the death of our fearless leader is a sad testimony to the great need in this country of just such stirring educational agitation as Colonel Parker kept up for upward of a quarter of a century. When will another such leader arise?

Love of Teaching.

It is hard to keep on loving one's work when to the discouragements we are constantly meeting without there are added the weariness of exhausted nerves and the failings of vigor that the body is subject to, in a work consuming a great deal of vitality. But what is the gain in giving way to one's troubles? How much greater the increase in strength and happiness that comes from looking at the bright side of the shield. Love is its own reward. Love of one's work is the panacea for the drudgery of it.

Whosoever giveth a cup of cold water to the child, says the Master Teacher, great is his reward. What an inspiration this may hold out to the teacher who looks upon his daily task as a leading of precious child-souls to the living fountains of knowledge, beauty, and virtue. Be the cross ever so heavy this thought gives strength to bear it. How attractive and lovable the work appears in this light. Its wonderful compensations glorify every minute of it.

It is the love of teaching which opens to the teacher exhaustless stores of happiness. And the door to the treasure-house is love for children. The mother-heart has long since discovered what a fountain of strength the love of her children is. The drudgery and worry and pain that life brings in its daily round, lose their bitterness and weight in the joy the mother finds in her motherhood. So let the teacher glory in his teacherhood, whatever discouragements assail.

The Convention at Chicago.

If numbers count for anything the plan of making Chicago a permanent meeting-place for the Department of Superintendence has proved itself successful beyond any doubt. The attendance has increased every year. There were at least one thousand active and associate members in convention at Chicago last week. Secretary Shepard, who has an inexhaustible fund of hopefulness, had to have an extra batch of badges printed to supply the late registrants. He had counted upon 800 as the limit. Let us hope that New Orleans will be able to attract at least one-half of this year's membership. Previous experiments with meetings in Southern cities away from the population center, afford no encouraging basis for conjecture, but Supt. Warren Easton, who so cleverly managed his invitation campaign that not a single vote was cast against New Orleans in the convention, may have a surprise in store for the doubters.

The Chicago convention was splendidly managed. State Supt. G. R. Glenn, of Georgia, presided over the deliberations with firmness and courtly dignity. His tall figure, his forceful yet pleasing voice, and especially his earnestness assured prompt beginning and order during meetings, and quickly checked whatever threatened to cause waste of time. His successor in the presidency is Supt. Charles M. Jordan, of Minneapolis, who ranks with the best school men in America. The other new officers are: First vice-president, Supt. C. F. Carroll, Worcester, Mass.; second vice-president, Supt. Warren Easton, New Orleans; secretary, Pres. J. M. Wilkinson, Kansas state normal school, Emporia, Kan.

Prof. Paul H. Hanus read a strong paper on "Obstacles to Educational Progress," in which he argued the need of new formulation of current educational doctrine. He suggested a plan similar to one published by Dr. J. M. Rice, a few years ago, for organizing current educational experience and making it available to the makers of courses of study. In referring to the training of teachers Professor Hanus complained of the want of insistence, by school authorities, upon adequate preparation of the persons employed to teach in the schools.

The energetic, courageous, and wholesome discussion by Supt. W. K. Fowler, of Nebraska, THE SCHOOL JOURNAL hopes to print in full before very long.

Supt. E. G. Cooley, of Chicago, gave a very sensible talk on the value of examinations as a device for determining the fitness of a teacher for work. While admitting that examinations are inadequate tests he was firmly of the opinion that of all the tests proposed they are the least objectionable for the purpose. The examination, he said, was a machine, and as such might spoil much good material which happens to be out of the ordinary. It cannot adapt itself to exceptional material. Neither do examinations reveal a teacher's moral qualities, his sense of duty or his interest in school work. And yet they afford the best available test for a long list of necessary intellectual qualities and powers. They are certainly infinitely better than individual judgment of a person invested with power of appointment. The objections that have been raised refer to the misuse of examinations rather than to the examinations themselves.

In opening the discussion State Supt. W. W. Stetson, of Maine, re-inforced the points made in favor of examinations, and enumerated the qualities most necessary in the teacher, and those into which the examiner ought to inquire.

At the close of his remarks, Miss Margaret Haley, of Chicago, arose and asked, "Do you get teachers with all the accomplishments you have mentioned for \$38 a month, which I understand is the average salary paid in Maine?"

Mr. Stetson, with his characteristic promptness and sledge-hammer style, wishing to prevent dissipation of attention from examinations to salaries, said, "Yes, we have graduates of Smith, Wellesley, Boston university,

and other colleges, all busy attending to their duties, and many of them drawing so much less than \$38 a month that they don't take the time to talk about it much."

Miss Haley rose again and inquired, "Do these teachers support themselves on the salary, or do they contribute their services from motives of charity and philanthropy?"

"They are all native-born, Simon-pure maine-iacs [uproarious merriment] who have so much patience, sympathy, and interest in their work that they never reflect upon the smallness of the salaries they receive," was Mr. Stetson's kindly rejoinder.

The chairman asked the assembly whether anyone else wished to ask Mr. Stetson any questions, but no one was venturesome enough to avail himself of the generous offer.

The discussion reverted to the subject on the program. Supt. F. Louis Soldan, of St. Louis, said that examinations should be conducted in an *encouraging* way. The object is to find out what a candidate knows and not what he does not know. The oral test is best conducted on the candidate's home ground. Let him state what he has read recently, and have him discuss that. Much insight may thus be gained into his make-up. The chief difficulty with examinations which superintendents in the West have discovered, is that they localize appointments. The superintendent does not feel justified in inviting promising candidates to go to the expense of traveling some distance for the sake of undergoing a test whose outcome is at best very doubtful. St. Louis has found one way out, in the selection of principals, by temporarily appointing candidates that seem to possess the required qualifications, and examining them afterward.

Supt. L. E. Wolfe, of Kansas City, Kan., suggested that teachers usually afford a fair basis for judgment concerning their professional make-up and resources as regards scholarship as well as teaching ability, by being asked to prepare outlines of lessons.

Supt. J. M. Greenwood, of Kansas City, Mo., said that a higher standard of scholarship than is usually found should be exacted of teachers. He found it an excellent plan to inquire closely into the candidate's professional reading.

Someone suggested that a teacher's list of educational journals "subscribed for and read" did not afford any hint as to her reading. He had found teachers who subscribed for one periodical each, in a club of twenty, and then without perhaps reading a single page, enumerate twenty papers as regular visitors. Here is a point worth investigating. An examiner will do well to inquire what a candidate has read concerning current educational discussions, and to make rigid investigation into the application of the new ideas to school-room practice.

Supt. Pearse, of Omaha, emphasized the value of examinations as a protection to examiners against insinuations of favoritism, bribery, nepotism, and what not.

Dr. Emerson E. White touched a vital point when he made the plea that teachers ought to be permitted to earn freedom from examination. There is no doubt that the examining is overdone. Every time a teacher applies for promotion or changes places he is hauled up before an inquisitor and subjected to all sorts of tests, most of them unnecessary and futile. Some worthy forms of professional inquiry into a candidate's qualifications is undoubtedly necessary. But there is no sense in repeating tests. If a teacher has once established his scholarship or other qualifications in certain lines he ought to be free from further examinations in these particular lines. By continuing the logic of this plan the teacher may be enabled to reach at last a point where no further examination can be demanded of him. Here is a line of effort in which the N. E. A. might accomplish untold good.

(To be continued next week.)

College Professors and the Public.

There is a dainty touch about what Bliss Perry writes that makes him very readable. Last month we were all smiling over his "Reading the *Atlantic* Cheerfully," in the current number of the same magazine he discusses the relations of college professors to the public. What Mr. Perry has to say on the subject in hand is interesting, but what the reader will carry away with him is the writer's picture of the "solitary scholar," as opposed to the average man-of-affairs college professor of to-day.

There is no college faculty, Mr. Perry says, without its Clerk of Oxenford,—some unworldly soul who grows old without tangible rewards, possibly without very tangible achievements, but who has nevertheless kept the pure flame of learning alive in his heart. Innocent eccentricities attach themselves to him. Young doctors from the great foreign and American universities find him a trifle old fashioned in his views and unaware of the latest dissertations. Yet the blameless Clerk loves his twenty books to the end.

One such man I remember in particular. In his younger days he had been a Latinist, until the loss, by fire, of his manuscript Latin grammar disheartened him, and he accepted a casual offer of a chair of elementary mathematics, which he kept till his death. He fulfilled his duties as instructor with perfect gravity and fidelity, but cared wholly for other things: for his collections of Phædrus and black letter Chaucers; for Scott's novels, which he used to read thru once each year; for the elder dramatists; for Montaigne and Lamb. Weather permitting, he drove from twenty to forty miles a day in his rusty, mud-covered buggy; he knew every wild flower, every lovely or bold view, within reach of Williamstown. To be his companion upon one of these drives was to touch the very essence of fine, whimsical, irresponsible scholarship. But Professor Dodd made no speeches in town meeting, was scantily interested in no-license agitation, was rather likely to forget election day altogether, and on pleasant Sundays used to patronize obscure churches that lay at an extraordinary driving distance from home. His sense of freedom from these compulsions that are laid upon the strenuous citizen of New England was very charming. The land of his habitation was "far from this our war."

The type of moral detachment which my old friend thus exemplified is not only charming; it is positively necessary, if the work demanded by productive scholarship—tho he was quite frankly an unproductive scholar!—is adequately to be done. It is an encumbrance to the scholar, as it is to the soldier, to entangle himself overmuch with the affairs of this life. Certain members of every academic community seem drafted by nature and by achievement to special service. They are summoned out of the usual social order, away from the conventional, wholesome round of ordinary discipline, to lead some forlorn hope of science or letters, to explore the farthest boundaries of human knowledge, to chart unknown waters that will by and by be crowded with the funnels of the carrying trade of the world. There is a profound sense in which every such man must like Newton, be

"forever

Voyaging thru strange seas of thought alone."

He cannot keep in touch with the normal life of other men. If he brings back something to us at the end of his voyages, that is enough; he must not be held to rigid attendance upon ward meetings and Sunday school.

Since this type of intellectual pioneer is so essential to the true progress of the race, continues the writer, there is no likelihood that it will not persist. Indeed, there are more opportunities open to it and greater honors are paid to it to-day, in this country, than we have ever offered before. The Clerk of Oxenford, who was "not right fat," as it may be remembered, in the fourteenth century, is better clothed and fed and housed in the twentieth. Yet the college teachers who really make original contributions to human knowledge are few in proportion to the total numbers engaged in the

profession. The passion for scholarship, like that for poetry, does not always imply a corresponding power of production; and because we are glad to release some picked man from the common social obligations and services, and bid him Godspeed upon his adventure, it does not follow that a similar freedom may be claimed for those who stay at home. The solitary scholar will always be the exception, not the rule. The college professor, under normal conditions, can escape neither his duties to the public nor the daily irresistible impact from the public.

Yet Mr. Perry shows thruout his discussion, his conviction that the college professor should have a place in the practical work-a-day world. Just the proper scheme of life the writer illustrates from a remark made by another resident of the Berkshire college town, "Russ" Pratt. As Russ, Mr. Perry remarks, was reputed to be the laziest man in Williamstown—a village that had many claimants to that distinction,—I once asked his adopted daughter how her father spent his time. Her answer was epigrammatic in its swiftness and scope:

"He saws wood, sets in the house, and goes down street!" Is not that an admirable formula? Labor, reflection, social contact! Could there be a wiser counsel of perfection for the college professor? Poor fellow, he must saw wood or freeze; yet he has some opportunity to reflect, in a world which is just now little enough given to reflection; and surely he might "go down street" more often and to better advantage than he does. The street no less than the library has its whims, partialities, extravagances, panics. But the man of the library has much to learn from the man of the street, and a riper friendship between them will betoken a better service toward their common country.

Several million dollars are already pledged for a movement to organize educational work in the United States, and especially in the South, on a much larger scale than has ever before been attempted. Many men of wealth, among them Mr. John D. Rockefeller, are interested, and have determined to give the needed financial support.

At first the efforts of the organization will be directed to educational work in the South, but later on, when Southern educational facilities have been brought up to a high standard, efforts will be made to help on the work in the North and West. The organization is to be formed on such a substantial basis as to be practically self-perpetuating. It is expected that it will increase in power and influence long after its promoters are dead. It is thought that William H. Baldwin, Jr., will be placed at the head of the central board.

New Orleans has captured the meeting of the Department of Superintendence for 1903. Supt. Warren Easton had managed to canvass so skilfully that the vote in favor of his city was unanimous, to the great surprise of everybody.

The city of London is paying dearly for the cut in the pay of teachers under the municipal school board. The reduction of the minimum salary from \$425 to \$400 a year may not appear considerable, but it was the last straw on the burden of grievances under which the women teachers have been groaning for some time. Now the school board is in a quandary. Only seventeen applications were received in answer to advertisements for 134 vacancies. The women simply refuse to endorse the London board's act of parsimony. If the teachers of America would follow the example of their English sisters the question of a living wage would soon take care of itself.

A curious case is before the courts in Kansas. A pupil was told by his parents to pursue his studies during devotional exercises; he obeyed and refusing to desist was expelled; his father sues to have him reinstated. It is an attempt evidently on the part of some to have no devotional exercises. Where there is objec-

tion to these there is no way but to discontinue them. The public school is the common meeting ground for children of all sects and no sects. It is a pity there should be objection to the use of the Bible in schools, but there is and it must be recognized.

Who will succeed Miss Sarah Louise Arnold on the board of supervisors of the Boston schools? There seems to be considerable opposition to the appointment of a woman, yet there is hardly any doubt that it will have no influence in the matter. Miss Gertrude Edmund, principal of the Lowell training school, is most prominently mentioned for the post. She has been devoted to the study of education for many years, and has a most admirable professional equipment. She is a woman of much tact, and possesses rare power of stimulating enthusiasm in teachers with whom she comes in contact. Her ability to hold her own under most adverse circumstances has been amply proved in Lowell. In spite of the most persistent opposition to the training school, she has almost single-handed kept the institution alive, and has raised it to a point of considerable educational prominence. She is, moreover, thoroly acquainted with the educational situation in Boston, and her appointment would prove eminently satisfactory.

We hope that the main subject to be discussed before the National Association this summer will be "The Need of a Reform in Family Government." If there is any one crying evil that the teacher has to battle against it is the laxity of parental rule. It is now becoming as notorious that the girls do pretty much as they please as it has been of the boys. The common subject of conversation among women teachers is the disgraceful conduct of young girls in the high schools of the city on their way to and from home. They strike up acquaintances with young men in the street cars and allow perfect strangers to address them. This is thought by them to be an evidence of smartness. Every thoughtful teacher laments this state of things, but parents merely laugh about it.

It seems quite probable that more states will be added to the forty-four now making up the United States. Arizona, New Mexico, and Oklahoma are desirous of being states and Congress seems to be willing to admit them. The allowance of two senators to such small states as these gives them an equal power in the senate with such great states as Pennsylvania and New York; this is an objection that is of weight.

At last there is a movement against "smokers" in colleges. We are glad to note that President Angell, of Michigan university, has forbidden them. He says, "While we cannot prevent the gathering of students as citizens we will prevent them getting together in the name of the university and their class, and filling up on beer to their own disgrace and the discredit of the university." There should be a professor to teach how not to be foolish, evidently. When a young man applies to go to college it should be ascertained whether he is competent to behave himself worthy of the opportunities afforded him; if not, let him go to work in some suitable business.

President Eliot, of Harvard, has been in New York and has made some observations and some quite cute remarks. At the Polytechnic Institute, Brooklyn, he said he hoped a great many of the students would be physicians; "there would be plenty of opportunity for heroic action, for nerve, for courage, for resolution; more than most soldiers ever need on the field of battle." He then referred to a point of extreme value, for the colleges usually set themselves up as the arbiters of destiny. He cited the case of an electrical engineer of the highest standing who had left school at fifteen years of age and had never been in an institution of learning since, who had made himself great by "keeping his mind growing." A good thought; all cannot go to college, but they can keep their minds growing.

The birthplace of Abraham Lincoln, a mile from Hodgenville, Larue county, Ky., is advertised for sale by the sheriff, for taxes. A few years ago the property was purchased by Eastern capitalists. For a time there was talk of expending money to beautify the site, but the project was abandoned. The log cabin in which "Honest Abe" was born has been carried away and the farm is now neglected.

Requirements of an Antiseptic.

An antiseptic should possess the following properties: It must be powerful, not only as a destructive agent of pathogenic germs, but also as a neutralizing and oxidizing agent of toxins; it should have no action upon animal cells, either toxic or corrosive; it should stimulate healthy granulations and strengthen the surrounding tissues of any diseased surface; it should destroy the unhealthy secretions and excretions such as pus, etc., so as to leave a clean surface.

Among antiseptics used in medicine are: Bichloride of mercury, sulphate of zinc, chloride of zinc, sulphate of copper, nitrate of silver, carbolic acid, salicylic acid, iodoform, iodine, chlorine, chloride of lime, hypochlorite of soda, permanganate of potash, chromic acid, sulphurous acid, eucalyptus, and sulphide of calcium. These drugs, however, are said to be injurious to healthy tissues, and to destroy both pathogenic germs and animal cells. Poisonous drugs may aggravate disease by weakening and irritating slowly but constantly the surrounding healthy tissues and do nearly as much harm as the microbial element itself. Whenever a patient has recovered under the action of poisonous drugs, nature has surely accomplished wonders, since she has been powerful enough either to eliminate or else neutralize both poisons, viz.: the toxins and the injurious drug.



The Wages of Teachers.

(Continued from page 283.)

They found that the financial authorities would not give any answer to the arguments, but simply said that the city could not afford the money. There were other municipal needs that must be attended to first. Teachers' wages are like the gas-pipe at the bottom of an elevator, the last to go up and the first to come down, even tho the light of the whole business comes thru it.

The best fighter for the cause was the city superintendent of schools of New York. He has made this one of his chief lines of policy for years. He puts it on the basis of necessity. He said: "These teachers ask better salaries; in doing so they do not seek personal advantage alone, but the good of the city which they love and the good of the children to whom they have devoted their lives. The school board opposed action. The teachers appealed to the legislature. Dr. Maxwell went with them. C. W. Bardeen, of the *School Bulletin* thus describes the scene: "It was a memorable occasion. The superintendent stood on the floor of the legislative chamber against his own board of education. He took up the objections one by one and punctured them with remarkable skill, effectiveness, and felicity, and scattered the pieces to the winds." Roosevelt was then the governor. He signed the Davis bill for higher salaries and gave it his blessing in these words: "The general purpose of this bill is so good and will tend so much for the betterment of the schools that I deem it best to sign it." This bill provides by state law that no teacher in the schools of the metropolis must be expected to live on less than \$600 a year. As experience and merit grow, increases of pay must be made, upon a regular and fixed scale all the way from \$600 for the newest primary teacher up to \$5,000 for the principal of a high school. These are handsome figures, yet they are the lowest paid for brain work in any department of the city.

A vital feature of this bill is its provision for the payment of these amounts. The teachers of New York

like those of other cities, have had good schedules on paper which the financial officials have said they would be glad enough to pay if they had the money. Dr. Maxwell, like the head of many another educational concern, wanted an endowment; a fund that could be relied upon; that would permit of growth and planning ahead. He secured the passage of a provision that set aside each year four mills on every dollar of property owned in New York, this four mills to be applied to the payment of teachers' wages. This was the vital point of the Davis law that made higher pay a fact and not a theory. It is an insurance of sufficient funds whereby the means of education may be forever encouraged and not be crippled from time to time. No other department of city government thru more powerful personal influence can now hold up the schools. You can run other city departments on the emergency basis; on the hand to mouth plan, and repair any damage when times get better, but education is a constant emergency. Children are coming to the age for instruction in this city every hour, and every hour passing beyond that age. The people want their little ones protected against emergency. In the case of a bridge or a tunnel or a new court house, the delay of a year or of ten years may be borne, but the loss of a year in the education of a child is irreparable.

Gain to the Community.

The whole argument for higher wages stands on this basis: It is the community that gains by it. State Supt. Charles R. Skinner, of New York, says: "The reflection is always upon the community where poorly paid teachers are found. It is the children who pay the penalty for the neglect shown to teachers." Every parent if he stops to think will know that this is a golden rule: "Be unto teachers as ye would they would be unto your children." It is only for the public and general extension of this rule that I am pleading and not for any especial love of teachers, but as good policy.

Chicago's Backward Move.

Real estate men know the value of education; they always hustle to get good schools on the land they want to boom. If the teachers stopped working for five years in Chicago, values would sink to nothing. If the teacher's work should stop thruout the world the lamp of civilization would go out; universal poverty and wretchedness would reign. The teacher's work is necessary for financial prosperity. You teachers of Chicago have taught the millionaires of your city the elements of their success; you and such as you have made possible the proud eminence of this queen of the Western world. O shame, Chicago, who but ten years ago was hostess of the whole world, who showed to admiring thousands the triumphs of progress; shame, Chicago, to have your name heralded abroad as a city that steps backwards in education and cuts down the stipend of those who guard your dearest possessions, your sons and daughters. A mother bird will tear the coating from her breast that she may warm her young; the savage beast will face death to defend her litter, but what shall we say of a city that is stingy in concerns that affects the life and happiness of her helpless children? And this the city that accepts from an alien and a stranger gifts to education so generous as to excite the wonder of the world.

I know that it is not the people of Chicago that are responsible for this blow at public education; it is those whom the people have allowed to thwart the popular will.

State Aid Needed.

If experience teaches anything it is that you, the teachers, must do the work. The poetic theory is that some day the grateful public will take you by the hand and lead you to honor and reward. I do not know of any place outside of Grimm's fairy tales or Laura Jean Libby's stories where that happens. You are the ones who know most intimately what the schools require. It is your business to make those wants known by every

honest and dignified means within your power. I don't know the conditions of municipal politics here; they were pretty rotten in days gone by. Our experience in New York was that the municipal authorities were not big enough men to realize the needs of the schools. We went to the state legislature. This is a perfectly proper and legitimate refuge. Education in this country is essentially a state affair, only delegated to cities for minor details. Oftentimes the state has asserted its original guardianship of education. Should the great state which gave us Grant and Lincoln now speak to her largest daughter it would be in this wise: "My wholeness does not depend upon your parks, your boulevards, your bridges, your tunnels, your zoological gardens. Buy them if you have the means, if not, do without. These things concern chiefly your own conveniences and pleasure; they remain within your walls. But the health of my being depends upon the proper upbringing of children. If you neglect them you can not keep your wretched work within your gates; it walks abroad. Whatever else you can not do you must educate my citizens."

That was the attitude of the legislature of the state of New York. Said Senator Ford: "This legislature will hear the demand of the plain people to save the schools. We will compel the administration of New York city to save the school system and to stop further injury to education by cutting down the pay of teachers."

Said Senator Slater: "There is no class of public servants whose work needs the steady and generous support of the state more than the public school teachers. The legislature is thoroly committed to that principle."

Said Lieutenant-Governor Timothy L. Woodruff: "Something is radically wrong when rigorous work is exacted from school teachers without adequate pay to this hard-working, intelligent class of public servants."

As Governor Odell remarks: "The limits of salaries should be fixed by the legislature; it is a state affair."

Teachers Must Take the Initiative.

The teachers must do the work. They must show that their service is well rendered; that with devotion and enthusiasm they are planting the principles of real manhood; that they are standing for what is fair and honorable and clean and uplifting. Try to win by all the gentleness and sincerity of earnest hearts the support of every mother and father in the city. Go to them with petitions and ask for support. Ask for it that you may be free to put your whole souls and lives into the grandest work the mind of man can think of. You must yourselves demand and secure the removal of the lazy and incompetent from your ranks and show that your interests are beyond question for the public service and not for personal sympathy. Every forward step you take will benefit not only this town, but the schools of the state and of the nation.

I expect, if we shall work, to see the day when honors and compensation for school teaching will command the services of the strongest and best men and women in the world.

I expect, if we shall work, to see the time when the nation that glorifies with word of mouth the free schools which are her pride, will render more than lip service to those that make the free schools.

I expect, if we shall work, to see the time when the richest nation in the world shall pay the highest honors to those who made it so.

For there are preachers who minister five hours a day, five hours a week unto those as of such is the kingdom of heaven. There are physicians who cure diseases of the mind and heart of children and give them the health that is nobility and gentleness.

These are they whom they call teachers. They shall be forever encouraged.

The dawn is in the east, even the walls of mine own city are kindled with it. Alleluia.

In and Around New York City.

Lectures on educational topics will be given each Saturday evening until May 1, in the hall of the board of education. The subjects are as follows:

March 8, Prof. Paul Monroe, "Development of Elementary and Secondary Schools in Modern Times"; illustrated. March 15, John H. Chase, "Street Games." March 22, Francis H. Taber, "English Sports and English Character." March 29, Prof. Earl Barnes, "Education Thru Play." April 5, Miss Jessie Bancroft, "Gymnastics and Games." April 12, Luther Gulick, "The Play Spirit." April 19, Henry S. Curtis, "Play and the Formation of Character." April 26, Dr. Seth T. Stewart, "Practical Workings of Play Schools"; illustrated.

The annual meeting and election of officers of the Society for the Study of Class-Room Problems will be held at the Hall of the Board of Education, Park avenue and 59th street, on Saturday, March 8, at 10.30 A.M. Dr. Joseph S. Taylor will talk on "How to Teach Reading," and a discussion will follow. All teachers and school officers are invited.

The Schoolmasters' Association of New York and vicinity will meet in the Brearly school building, on West 44th street, Saturday morning, March 8. Dr. Edward G. Coy, of the Hotchkiss school, will speak on "Some Unfortunate Tendencies in Secondary Education." The last meeting of the scholastic year will be held April 12. All meetings are open to persons of both sexes who are interested in secondary education.

The board of education may ask for \$8,000,000 to be used for new buildings. This is \$4,000,000 less than the sum asked for last fall. The matter of providing school buildings enough and re-arranging the use of those already built in order to accommodate all children of school age in the city, is being given earnest consideration by the board.

Besides the lectures in French to be given at Columbia in March by Professors Cohn and Mabileau, a lecture will be given by Baron D'Estournelle de Constant, a member of the French chamber of deputies, on "The Results of The Hague Conference." Four lectures will also be given in March by M. Hugues Le Roux.

Dr. Joseph H. Raymond, assistant sanitary superintendent, department of health, has made the following recommendations concerning the Brooklyn manual training high school, for relieving its present overcrowded and unsanitary condition:

The immediate exclusion of all sources of danger from fire, including adequate provisions for escape; such a reduction in the number of pupils as to no longer require the annex at 66 Court street, and to prevent the overcrowding in the main building; the correction of all sanitary defects in plumbing; to make immediate provision for a new school, specially constructed and equipped to carry on the education of its attendants along the lines on which the school was organized.

School No. 42, at Arverne, Queens, has been turned over to the sinking fund commission for three years, to be rented, as this new building will probably not be needed for several years to come. The board of education can regain the school on six months' notice.

A public meeting in the interest of Hampton and Tuskegee Industrial schools was held in Carnegie music hall, March 5. Addresses were made by Booker T. Washington and Edwin A. Alderman, presidents respectively of Tuskegee institute and Tulane university, and by Robert O. Ogden, president of the Southern Education Association.

The new catalog of Teachers college has been issued. New names on the faculty list are Dr. Julius Sachs, Prof. Thomas Denison Wood, in physical education, and Prof. David Eugene Smith, in mathematics. Prof. John F. Woodhull will have charge of building and grounds, and George Sawyer Kellogg is curator of the educational museum. The establishment of the department of secondary education, with Dr. Julius Sachs in charge, is the most important educational change. The new department will consist of a general course in secondary education, open to graduates and specially qualified seniors; a course on the curriculum of the secondary school, open to graduates only; and a seminar on secondary education in which graduate students will receive training in investigation and research while preparing dissertations for the higher degree.

After July 1, 1903, a uniform tuition fee of \$150 will be charged for all courses in the college.

At Barnard college next year elementary economics and psychology will form a junior requirement for the first term, and more sophomores will be encouraged to take these subjects. Fiske hall will not be opened as a residence for those attending the summer school session this year, as the summer months will be devoted to altering the interior which will revert to its original purpose of a scientific building.

Columbia university will probably open for the next academic year on Sept. 15 instead of Oct. 6 as last year. This will give time for an Easter vacation, which Columbia students have not hitherto enjoyed. It will also enable the old scheme of mid-year examinations extending over a period of two weeks, to be reestablished, and the year to close in May.

Plans for the installation of Dr. Nicholas Murray Butler as president of Columbia university are now practically completed. April 18, the day before the inauguration, will be observed as "Students' Day." An address will be made by Allan B. A. Bradley, of the senior class, and there will be athletic as well as literary ceremonies. The program for April 19, is as follows:

Presentation of the charter and keys of the universities to the new president with an address by the chairman of the trustees, followed by a speech of acceptance by Dr. Butler. On behalf of all the faculties, Dean Van Amringe will make an address and Mr. R. Fulton Cutting, '71, will speak for the alumni. The students will also be represented. Presidents Hadley, of Yale; Eliot, of Harvard; Patton, of Princeton; Harper, of Chicago; Draper, of the University of Illinois, and United States Commissioner W. T. Harris, will then present their greetings to President Butler, who will deliver his inaugural address. An installation will be given by the alumni at Sherry's after the exercises are concluded.

Rule 8 of section 45 of the tentative by-laws in regard to promotion or setting back of pupils is causing dissatisfaction among principals and teachers, and will be opposed by them. The rule provides that no pupil shall be reduced in grade without the written consent of the district superintendent.

The Manual Training Teachers' Association will meet in P. S. 30 at 3:30 o'clock, Thursday afternoon, March 20.

Representatives of the board of education and agents for the New York juvenile asylum have entered into negotiations which may lead to the removal of the Manhattan truant school from its present crowded quarters, 215 East Twenty-first street, to a more commodious building.

Propositions for leasing the house of reception of the asylum, at 106 West Twenty-seventh street, are under consideration.

The committee on sites finds that six new pieces of property for schools may be needed at once.

The superintendents are working on rules for high, evening, and summer schools and play centers.

The committee on course of study of the women principals, of which Miss E. S. Williams is chairman, met February 25 to discuss recommendations. It was the sentiment of the meeting that foreign languages should be limited to the eighth year of the course and that physical geography should be distributed over more years.

John Jasper, associate city superintendent of New York, has been unanimously nominated by a joint Democratic caucus held at Albany, for the office of state regent to succeed the late Dr. Warner.

The Victor Hugo centenary was fittingly commemorated in the auditorium of the Horace Mann school February 26, by exercises held under the auspices of Columbia university. Rev. Dr. Henry van Dyke presided and delivered the introductory address. He made appropriate reference to the position of the illustrious Frenchman in the world of culture and letters, and recited an appropriate original poem. Prof. Adolphe Cohn read several poems which were printed in a neat brochure and distributed to the thousand persons present as a souvenir of the occasion. Leopold Mabileau, *membre correspondant de l'Institut de France*, delivered an address in French. The most important feature of the occasion, however, was an address by Hamilton Wright Mabie, L.L.D.

Mr. Mabie's address consisted of a sketch of Victor Hugo, with especial emphasis laid on those points of conduct or of effort which had inspired or shaped his literary achievements. The speaker laid stress upon the fact that Hugo used literature as a means and not as an attempted end of artistic conception. He dramatized life wherever he touched it. He was at his best when he held the center of the stage and he requested and required the publicity which was essential to a man of his temperament.

The board of trustees of City college have hired the entire building at 209 east Twenty-third street, and at 125 east Twenty-third street for temporary accommodation.

Announcement is made of the meeting of the Council of Supervision of Manual Arts in New York, December 5 and 6.

Dean Russell's report of Teachers college shows that the number of students has increased 482 per cent. in four years. Last year 593 students were enrolled, of whom 180 were college graduates and 148 normal school graduates, representing eighty-two colleges and universities and fifty-one normal schools. Students came from thirty-two states and four foreign countries. Last year graduates of the college were appointed to eleven college positions, eleven normal school positions, eleven superintendencies and principalships, and to seventy-four positions in public and private schools of lower grades. Nearly 300 applications were received for teachers whom the college could not supply.

The quadrennial report of Chancellor MacCracken, of New York university, has just been issued. Brief reports from the head professors of all the schools are given, to which are added general reports of the schools, library, athletic, and religious interests, and a complete bibliography of original work and articles by professors since 1897.

The university's assets, above liabilities, are \$3,390,312. The university's yearly income is \$225,000, of which amount two-thirds is derived from fees. Excess of expenditures over receipts for 1900 to 1901 was 39,135.46, of which \$30,000 is interest upon the debt, so that the educational deficit proper is about \$10,000.

The report of the summer school faculty shows that during the first three years of its existence the average attendance was fifty-two. Since 1897 the enrollment has averaged 117, altho last year it was only sixty-four. The directors have under consideration a plan for crediting towards the bachelor's degree the work done in the summer school.

HOBOKEN, N. J.—Albert R. Leeds, who has been professor of chemistry at Stevens institute for thirty one years, recently sent in his resignation on account of ill health, complicated by deafness. The trustees of the institute refused to grant the resignation, but gave Professor Leeds a vacation of one year with full salary, to recuperate.

Elaborate preparations had been made for the expected visit of Prince Henry of Prussia to the normal school, February 26, but the students who gathered in the decorated chapel were doomed to disappointment. President Hunter read a telegram from Consul General Buenz, which was as follows:

"His Royal Highness, Prince Henry, regrets very much on account of other engagements that he cannot pay a visit to your institution. I hope, however, that it can be arranged for some later day."

31,000 Sitings Needed.

Figures prepared by City Superintendent Maxwell show that New York needs at once twenty four new schools with seating capacity for 31,000 children. Manhattan ought to have four buildings with 7,200 sittings, Brooklyn eleven buildings with 13,400 sittings, Bronx two buildings with 4,000 sittings, and Queens eleven buildings with 6,400 sittings. Serious crowding is found in the following districts:

MANHATTAN.

District 4.—Around East Houston, Delancey, and Orchard streets, on the lower east side. Here there are nearly 1,000 children on waiting lists and nearly 3,000 in part-time classes.

District 6.—From Houston up to Ninth street, between the Bowery and avenue A. Here there are 1,500 on part-time, and 200 refusals.

District 7.—East of No. 6. The waiting list here runs up to 500 and 2,600 pupils, or about one-fourth of the register, are on part-time. The fifth district, which adjoins this one on the south, has 200 refusals and 1,800 pupils on part time.

District 21.—In the northwest corner of Harlem.

THE BRONX.

District 23.—Around 148th street and St. Ann's avenue. No. 154 has 900 pupils on part time and relief is needed.

District 24.—P. S. 90, 163rd street and Eagle avenue, has 1,000 pupils on part-time classes and the neighboring schools are not in a position to relieve this undue pressure.

BROOKLYN.

District 28.—New sittings for 1,400 children are needed to relieve P. S. Nos. 13, 27, and 78, which have 800 of the 1,200 part-time pupils of the district.

District 30.—P. S. 10 and P. S. 107 report 1,100 part time pupils with no means of relieving this condition.

District 33.—P. S. 21 has 1,600 part-time pupils, but some relief is in sight on account of the new building in Leonard street. School 43, however, has 2,000 part-time pupils who must be provided with full instruction.

District 35.—Schools 24 and 52 report

900 and 700 part-time children respectively.

District 36.—This district centering around No. 85, enjoys the distinction of having 2,500 part-time children, 900 of which are in the school named.

District 37.—This neighborhood will be relieved by the opening of two new buildings. No. 112, however, occupies rented quarters.

District 38.—Needs three new schools and an addition for some 3,800 children. These schools would relieve P. S. 90, 91, 94, and 100 in which are most of the 3,000 part-time children.

District 39.—Schools Nos. 28 and 83, with some 2,100 part-time children, require relief to the extent of 1,400 sittings.

QUEENS.

District 41.—P. S. 71 and 77 report refusals and a large part-time register as well as the use of rented quarters.

District 42.—Schools Nos. 7 and 8 require relief to the extent of 2,000 sittings to get rid of 786 part-time children and to do away with fourteen rented class-rooms not suitable for school purposes.

District 44.—A new school for 1,500 children, to be erected on the site owned by the city in Bleeker street and Cypress avenue, is required to relieve Nos. 74 and 75, which report large part-time enrollment and seventy-four children out of school. Nos. 51 and 68 are in an equally bad way, so that 900 sittings are required.

Pupils' Standing.

Much interest is being manifested in by-laws governing the standing of pupils, their admission, discipline, and the laws defining the powers of the school corps in dealing with children. Sections 44 and 45 of the proposed by-laws are as follows:

Sec. 44.—1. Every class teacher in an elementary school shall determine and record at the close of each month the standing of each of his pupils. The rating in every case shall be based solely upon the pupil's ability to take up advanced work as shown by his success in the work already done.

2. The ratings made at the end of any month after the first shall summarize all previous ratings. Those made at the end of the fifth month shall represent the pupil's standing for the term.

3. The ratings employed shall be: Satisfactory (A, excellent; B, good); unsatisfactory (C, poor; D, bad).

4. Every principal shall see that all pupils in his school are properly rated and that all ratings are properly recorded.

5. The ratings of all pupils in grades above the second year, for every month except the month of June, shall be regularly reported to their parents or guardians on or before the fourth day of the succeeding month. The ratings for the month of June shall be reported on or before the last day of the school term.

6. Each pupil's monthly report card shall become his property at the end of the term or when he leaves school.

7. A card containing the ratings to date shall be issued to each child in any grade below the third year when he leaves to enter another public school.

8. When a principal admits a pupil from another public school he shall place said pupil in the grade indicated by the report card.

Sec. 45.—1. Promotion within a school shall be made by the principal, and promotions from one elementary school to another elementary school of higher grade shall be made by the principal of the lower school.

2. Promotions shall be made, as far as possible, upon the principals' and class teachers' knowledge of the proficiency of the pupils. In determining which pupils shall be promoted the principal may be guided by the recorded estimates provided for in section —.

3. When the principal is in doubt as to the proficiency of a pupil, or in case a

parent or guardian is dissatisfied with a pupil's non-promotion, such pupil's proficiency shall be determined by an examination in the prescribed studies.

4. Whenever a pupil is examined for promotion, the principal shall preserve a record of such examination, such record to consist of the questions given, the pupil's work and the results.

5. Before each regular promotion the principal of each school shall record in a book to be prepared by the city superintendent the condition of every class in the prescribed branches of study.

6. Where a principal is unable to provide sittings for the pupils promoted within his school, and cannot locate them in neighboring schools, he shall promptly report the facts to the district superintendent, whose duty it shall be to provide by transfer or otherwise, as may be deemed expedient, for the speedy and proper accommodation of such pupils.

7. At any time during the school term a pupil may, when found qualified, be promoted to the appropriate grade.

8. No pupil shall be reduced in grade without the written permission of the district superintendent.

Philadelphia Items.

The Philadelphia *Times* notes as one of the "queer things" that law officers are at work in that city looking for children to go to school under the compulsory education act, when there is not room enough for the children who try to get into the schools of their own volition.

Telephones will soon be placed in all Philadelphia public schools. President Edmunds, of the board of education, has signed contracts for their introduction. The telephones will be pay slot machines for the exclusive use of teachers and pupils. They will undoubtedly prove a great convenience.

An appropriation of \$10,000 for compulsory education has been recommended by the finance committee, making a total of \$20,000. This will be sufficient to induce Dr. Schaeffer, state superintendent of education, not to withhold a proportion of the state school fund.

At the anniversary of Washington's birthday at the University of Pennsylvania Bishop Doane, of Albany, was the orator of the day. Several candidates for honorary degrees were presented by Dr. Horace Howard Furness as public orator; Dr. S. Weir Mitchell read an original poem written for the occasion and on behalf of the class of 1852, Major J. G. Rosengarten presented an original portrait of Franklin, painted by Gainesborough.

Chicago and Thereabouts.

A loss of \$3,000 in the botanical laboratory of the Central manual training school was occasioned by fire on February 25. Gas from a defective tube used to carry illuminating gas to a plant case in which specimens were grown for class work is believed to be responsible for the fire.

In order to eliminate "pull" from the public school system, Supt. E. G. Cooley has recommended that the tenure of office of teachers be considered permanent, instead of their being re-elected each June as heretofore. Unless there is specific charge against a teacher he is now practically certain of holding his position.

The school committee has also voted that no examinations shall be held for new teachers this year, except in the commercial courses. So many teachers are at present unassigned that, with normal school graduates and cadets, there will be teachers enough for next year. The method of appointing teachers will hereafter be on the merit basis.

More than a hundred school teachers took out naturalization papers in Chicago during the last two weeks of February, owing to an order entered by the board of education requiring all persons in their employ who are not citizens to become naturalized.

Attorney McMahon has handed his opinion to Pres. Graham H. Harris, of the board of education, holding that a majority vote of the board of education trustees would be necessary to grant permission for using school halls for tax gatherings.

EVANSTON, ILL.—Dr. Herbert F. Fisk, principal of the Northwestern university preparatory school, has begun a crusade against cigarette smoking. He has asked the boys who smoke and who will not or cannot give cigarettes up, to leave the school. He says boys who smoke are of no advantage to the school, can learn nothing themselves, and they set a bad example to the other students. He says that 57 per cent. of the smokers are among the 25 per cent. lowest in class scholarship.

EVANSTON, ILL.—The trustees of Northwestern university have decided to accept the resignation of Prof. C. W. Pearson, whose criticisms of biblical miracles have provoked much discussion.

Association of American Universities.

A dinner and entertainment in honor of the representatives attending the Association of American Universities, was held in Chicago February 27. The principal discussion was what a college should do for the business man. In refutation of a pamphlet recently published by a Chicago merchant, in which it was declared that a college education was useless for a business man of to-day, the various university leaders presented the benefits of higher courses for those intending to enter commercial life. President Butler, of Columbia, said that the great industrial changes had left their mark on the college. The man at the head of a great corporation who never has secured the college training will realize some day that he has a void in his life. We cannot afford to let a man go out into the world without all the qualities that go to make up the typical American man and gentleman. Other speakers were Dean Briggs, of Harvard; Dean Nest, of Princeton, and President Jordan, of Stanford university.

New England Notes.

BOSTON, MASS.—Mr. Alexander H. Rich has been appointed instructor in Latin in Boston university for the next school year. He is a native of Boston, but the family having moved to Nashua, N. H., he fitted for college in the Nashua high school and entered Boston university in 1897. In 1899, he entered the junior class in Harvard, graduating in 1901, and he is spending this year in connection with the American School for Classical studies at Rome, Italy.

EVERETT, MASS.—Prof. Reuben A. Rideout, a special instructor in Latin and Greek in the high school, died on Feb. 24. He was a native of Garland, Me., and a graduate of Bowdoin college, class of 1861. For a time, he was principal of Monson academy, and later of the East Milton academy, and from 1866 to 1871 he was principal of the South Malden grammar school. In 1891, he was elected principal of the Everett high school.

NEWTON, MASS.—Mr. Wm. Spinney, master of the Mason school, has resigned in order to enter business, and his resignation has been accepted.

The state controller of Connecticut has compiled the school statistics for the year 1901 and finds 204,041 children of school age. This is an increase of 5015 over the number in 1900. The increase is found

principally in the cities, sixty-four towns showing a loss. The school age of the state covers the period between four and sixteen.

CAMBRIDGE, MASS.—Harvard university will be represented at the celebration of the fiftieth anniversary of Owen's college, Victoria university, Manchester, England, March 12. William Woodward, A.M., Harvard '99, who is secretary to the American embassy at London, has been appointed by President Eliot for this service.

The eleventh annual meeting of the Harvard Teachers' Association was held March 8. "Education, North and South," was the topic discussed. The principal speakers were Pres. G. Stanley Hall, of Clark university, and Pres. Andrew S. Draper, of the University of Illinois.

PROVIDENCE, R. I.—The fund for the endowment of the new social and religious building of Brown university now approximates \$10,000, and subscriptions are still being canvassed for. It is certain that the necessary \$25,000 will be on hand by commencement day.

NEW HAVEN, CONN.—Yale university librarians have adopted the plan for cataloging proposed in a circular issued by the Congressional library. When the plan is fully carried out all the large libraries of the country will have similarly printed title cards, and, by interchange of cards, each library will have a Congressional library card-catalog also. The various Yale libraries number 351,000 volumes, with funds amounting to \$353,000.

BROOKLINE, MASS.—Plastic art work, to the value of \$1,000, which had been collected from various places in Europe and in the United States, was presented to the public schools of this city last month. The art works were the gift of Caleb Chase, and include statuary, bas-reliefs, busts, and friezes. The collection was placed on the walls of the Pierce grammar school.

Here and There.

The Western Drawing Teachers' Association will meet in Minneapolis, Minn., May 7-9. Exhibits of drawing, manual training, and general industrial work are promised from many cities and art schools. Prominent speakers on special topics have been secured for the morning and evening sessions.

JEFFERSON CITY, MO.—The writ of mandamus against the state board of equalization, asked for by the St. Louis school board, to compel the taxation of public franchises at their total value, has been denied by the supreme court.

LEXINGTON, KY.—The Kentucky Educational Association will meet here about July 1. Mr. W. W. White, of Alexandria, is secretary.

WOODSTOWN, N. J.—Lorenzo G. Lyon, of Bridgeton, has been elected by the Woodstown board of education a principal of the local school, in place of F. A. Benton, resigned.

ALBANY, N. Y.—The senate has passed a bill appropriating \$35,000 for a manual training school for colored boys.

The nineteenth annual session of the North Carolina Teachers' assembly will be held at Wrightsville, N. C., June 10, 16. Edwin Minis, of Trinity college, is president, and W. D. Carmichael, Jr., secretary and treasurer. Both reside at Durham, N. C.

The New England Association of Teachers of English will meet in the hall of the Latin school, Warren avenue, Boston, on March 15.

CLEVELAND, OHIO.—The general offices of the Chautauqua assembly will

shortly be removed from Cleveland to Chautauqua, N. Y., where they will be permanently located. Among the offices to be removed will be the Chautauqua press, the bureau of publication, W. S. Bailey, director, and his force; Frank Chapin Bray, editor of the Chautauqua Magazine, and staff; and Frank Catterm, director of the bureau of extension, and his force.

BROCKPORT, N. Y.—Harry Welcher, a student at the State Normal school of this place, died February 21, as a result of injuries sustained while exercising in the gymnasium. He attempted a somersault from a springboard when the board broke. Welcher fell to the floor and was killed instantly.

RICHMOND, IND.—Alexander McDonauld, C. F. Tietjin, and Walter M. Smith, of New York, have been chosen directors in the Winona Assembly Industrial school situated here.

The annual meeting of the Association of American Universities opened at the University of Chicago Feb. 25, with representatives of thirteen universities in attendance. Several college presidents were among those present.

SPRING CITY, PA.—This city has the distinction of having the oldest school director in point of service in Pennsylvania. He is Dr. William Brower, who has been school director for thirty five years and president of the board twenty-one years. He has just been renominated for another term.

The centennial celebration of the founding of West Point Military academy will be held June 12. Congress has made an appropriation for the expenses, and President Roosevelt, the secretary of war, and other prominent men will participate in the exercises. Gen. Horace Porter, ambassador to France, will deliver the oration.

Hints for Teaching Sewing.

An excellent outline for sewing has been arranged for the Grand Rapids, Mich., public schools, by George S. Waite, supervisor manual training department. In pamphlet form are given lessons for the first and second years, accompanied by general directions as to how the work shall be done. Supervisor Waite says in part:

Pupils with weak eyes should be placed in seats that will give them the best light for their work. On dark days talks can be given, samples placed in books, pupils can tell how they made samples and questions asked about talks given. Class instruction is recommended, but individual help should also be given. Many exercises can be explained by using paper, large needles, and yarn; also by folding and cutting wall paper, to show how to match and patch material. Pupils may be excused from making exercises the instructor does not think necessary, and given advanced exercises. Many things can be made for use in school-room and home. Have pupils suggest articles to be made. Materials should be kept in the buildings, so that delays will not occur and so that substitute teachers will be sure of having material with which to work in case of absence of the regular instructor. Lists must be kept by each instructor of the materials used, and a list left, on blanks furnished, of all material taken from supply room.

Records of classes showing numbers, grades, rooms, and teachers must be kept and revised each month, and reports made to supervisor. Attention should be given to the little as well as the prominent things in teaching sewing. All the energy of the pupil must not be used in the sewing lessons at the expense of regular class work. Talks are to be given during the year about the various articles used, and

the industrial exhibits explained to pupils. Supervisor Waite suggests the following literature to instructors for information:

Pratt Institute Monthly Brooklyn, N. Y.
Teachers College Bulletin .. New York, N. Y.
Manual Training Magazine University Chicago, Press.

Course of Study University Chicago, Press.
Primary School, E. L. Kellogg & Co., N. Y.
Scientific Sewing and Garment Cutting, Wakeman & Heller Silver, Burdett & Co.
Lessons in Needlework, Johnson D. C. Heath & Co.

School Needlework, teachers' edition, Ginn & Co.
Stories of Industries, 2 vol. Education Pub. Co.

Great American Industries 3 vol. Flanagan, Chicago.

All About Cotton, Storey Cotton Co., Phila., Penn.

Needle and Hook .. Belding Bros., Belding, Mich.

A complete outline of the course in sewing will be published in THE SCHOOL JOURNAL in a short time.

Summer Schools.

April 1-Oct. 1.—Illinois Medical college, Chicago summer school of medicine, dentistry, and pharmacy. Address W. C. Sanford, M. D., secretary, 182 Washington Boulevard, Chicago.

May 19 and June 30.—The two summer sessions of the Ferris institute open on above dates. W. N. Ferris, Big Rapids, Mich.

June 5-Aug. 20.—Campbell university, summer Latin school. Address D. H. Sprong, principal, Holton, Kan.

June 5-Aug. 5.—Kansas State normal school, Emporia, Kan. J. N. Wilkinson, president.

June 9 to July 19 and July 21 to Aug. 29.—Illinois State Normal university, Normal, Ill., two summer sessions. Address David Felmley.

June 10-Aug. 19.—Valparaiso college and Northern Indiana normal school. H. B. Brown, president, Valparaiso, Ind.

June 13 July 25.—University of Nebraska, summer session, Lincoln, Neb.

June 16-July 26.—State University of Iowa. Address President G. E. McLean, or Dean L. G. Weld.

June 16-July 18.—Denver, Col., normal and preparatory school. Fred Dick, manager.

June 19-Aug. 30.—New England conservatory of music; private teaching during entire vacation period. Frank W. Hale, Boston.

June 19-July 31.—University of Tennessee summer school.

June 24-Aug. 8.—Mt. Union college, Alliance, O. Address, President A. B. Riker.

July 1-4.—Music Teachers' National Association, Put-in-Bay, Ohio, A. L. Manchester, Wellesley Hills, Mass., president.

July 1-Aug. 10.—Yale summer school of forestry, Milford, Pa. H. S. Groves, director, New Haven, Conn.

July 1-Aug. 1.—Wesleyan university summer school of chemistry and biology.

July 1-Aug. 5.—Sloper school of oratory, Chicago. H. M. Sloper, president.

July 2-Aug. 13.—Biological laboratory of Brooklyn institute of arts and sciences. Address Franklin W. Hooper, 502 Fulton street, Brooklyn.

July 2-Aug. 28.—Chautauqua assembly, Chautauqua, N. Y. Address Chautauqua Assembly, General Offices, Cleveland, O.

July 3.—New York Society for Child Study, at Saratoga, N. Y. Principal Myron T. Scudder, of New Paltz Normal school, president.

July 5-Aug. 15.—Harvard university summer school of arts and sciences, Cambridge, Mass. J. L. Love, clerk.

July 6-Sept. 5.—Catholic summer school of America. Champlain, assembly, Cliff Haven, N. Y. W. E. Mosher, secretary, 39 E. 42d street, New York.

July 7-Aug. 30.—Kindergarten training school, Grand Rapids, Mich. Summer

term; address Clara Wheeler, secretary, 23 Fountain street, Grand Rapids.

June 23-Aug. 1.—Northern Illinois State normal school, summer term, DeKalb, Ill. John W. Cook, president.

June 23-Aug. 1.—Ott summer school of Oratory. E. A. Ott, Drake university, Des Moines, Ia.

June 23-Aug. 1.—Armour Institute of Technology, Chicago. Victor C. Alderson.

Beginning June 23.—Virginia School of Methods at the University of Virginia. Address Supt. E. C. Glass, Lynchburg, Va.

June 23-Aug. 21.—Drake university, summer Latin school, Des Moines, Ia. Address Prof. Wilbert L. Carr.

June 25-Aug. 8.—Summer session of University of Michigan, Ann Arbor, Mich. John R. Effinger, Jr., secretary.

June 30-Aug. 8.—Benton Harbor college, summer session, Benton Harbor, Mich.

June 30-July 12.—San Francisco session of national summer schools. Address S. C. Smith, 321-325 Sansome street, San Francisco.

July 7-Aug. 15.—New York university summer school. Marshall S. Brown, secretary, University Heights, New York.

July 7-Aug. 1.—Claremont summer institute. E. E. Leighton, secretary, Claremont, N. H.

July 7-Aug. 15.—Columbia university. Address Administrative Board, summer session, Columbia.

July 7-Aug. 16.—Cornell university, summer session, Ithaca, N. Y. Address Registrar Cornell university.

July 8-Aug. 8.—Martha Vineyard summer institute, Cottage City. Address William A. Mowry, Hyde Park, Mass.

July 8-25.—American institute of normal methods, Eastern session, Boston, Edgar O. Silver, president, 29 East 19th street, New York. Western session, Northwestern university.

Evanston, Ill., same date.

July 8-Aug. 8.—Massachusetts state normal school, Hyannis, Mass. W. A. Baldwin, principal.

July 14-26.—New school of methods in public school music, Chicago. Address American Book Company, Chicago.

July 14-Aug. 8.—University of Minnesota. Address, D. L. Kiehle.

July 21-Aug. 2.—Chicago session of national summer school. Address Miss Ada M. Fleming, 378-388 Wabash avenue, Chicago.

July 22 Aug. 8.—Summer school of science for Atlantic Provinces of Canada. J. D. Seamon, Charlottetown, Prince Edward Island, secretary.

July 7-Aug. 8.—Dartmouth summer school. Prof. W. D. Worthen, director, Hanover, N. H.

Educational Meetings.

MARCH 15.—New England Association of Teachers of English, Boston, Mass.

March 24-28.—Winnebago County (Ill.) Teachers' Institute, Rockford.

April 4-5.—Ohio Valley round table at New Cumberland, W. Va.

April 23-25.—International Kindergarten Union, Boston.

April 26-27.—Tri-State Teachers Association, at Huntington. W. H. Cole, president, Huntington, W. Va.

May 7-9.—Western Drawing Teachers' Association, at Minneapolis, Minn. Adelia E. Denton, secretary, St. Joseph, Mo.

June 2-27.—Galesburg Kindergarten Normal school. Adda R. Robertson, secretary.

June 10-16.—North Carolina Teachers' Assembly, annual session, at Wrightsville, N. C. W. D. Carmichael, Jr., Durham, N. C., secretary and treasurer.

June 13.—August 2.—Ohio university summer school. Dr. Alston Ellis, president, Athens, O.

June 23.—August 1.—Vanderbilt university, summer school. Dr. J. T. McGill, secretary, Nashville, Tenn.

June 30, July 1.—University Convocation, at Albany, N. Y. James Russell Parsons, Jr., secretary, Albany, N. Y.

June 30.—July 5.—National Association of Elocutionists in Chicago. Virgil A. Pinkley, Cincinnati, O., president.

About July 1.—Kentucky Educational Association, at Lexington. W. W. White, Alexandria, secretary.

July 1-3.—American Institute of Instruction, Burlington, Vt.

July 1-3.—Pennsylvania State Teachers' Association, at Pittsburgh. Dr. J. P. McCaskey, Lancaster, Pa., secretary.

July 1-4.—West Virginia State Educational Association, annual meeting, at Mt. Lake park, Md. State Superintendent Thomas C. Miller, president, Charles, W. Va.

July 2-3.—New York State Teachers' Association, at Saratoga Springs. Supt. H. P. Emerson, Buffalo, president; R. A. Searing, Rochester, secretary.

July 2-3.—New York State Society for Child Study, at Albany, Dr. S. H. Albrow, secretary, Fredonia, N. Y.

July 7-11.—National Educational Association at Minneapolis, Minn. Wallace G. Nye, chairman local executive committee.

Items of Interest.*

Cost of a Century's Wars.

The total cost of wars during the nineteenth century was \$17,922,000,000, or about six dollars for every second. The most costly church in the world is St. Peter's, Rome, on which \$70,000,000 was spent, but the century's war expenses would build nearly 300 such churches. The world spends upward of \$530,000,000 a year on education. If it spent thirty-seven times as much it would not equal the war expenses of the past century.

Warring Latin Republics.

At the present time six republics of South America are either at war or on the verge of it. These are Colombia, Venezuela, Ecuador, Peru, Chile, and Argentina. Their petty fights often get to be an international nuisance. How shall they be forced to be orderly? A London writer suggests that the United States take them in charge. It is a work, however, that our government does not crave. Besides they are independent republics, and it would be said we were interfering with their rights of sovereignty.

Pay of Bull-Fighters and School Teachers.

No less than 490 bull-fights were fought in Spain from March to November, 1901. Some 3,000 bulls and more than 5,000 horses were killed in the ring during the year. The value of the animals killed was about \$150,000. The chief bull-fighter receives about \$400 for each tourney. These expenses, the pay of assistants, etc., foot up a total of \$2,400,000, which just equals the total salary list of the Spanish school-teachers!

West African Dwarfs.

Sir Harry H. Johnston, the African explorer, found some queer pygmies in the great Congo forest. Two tribes living in West-Central Africa are the most backward of the savage races of that great continent. These dwarfs are probably the pygmies written about by Herodotus, and the "cranes" with whom they fought are probably the

* This matter is taken from *Our Times*, a semi-monthly magazine of current events; price, 50 cents a year—40 cents in clubs.

ostriches of the Sudan. The Congo dwarfs have no language of their own, but talk, after a fashion, the tongue of the big negroes who are their neighbors. Four feet and seven inches is the average height of the men, and of the women four feet two inches.

Cremation in Mandalay.

Some strange rites took place recently at the cremation of the body of the chief Buddhist priest of Mandalay, Burmah. It was a general holiday and the former pupils of the old man gathered from far and near, some of them coming hundreds of miles to witness the ceremony.

Every Burman male who is a Buddhist must at some period of his life become a pongyi (priest) for a longer or shorter time. Some are pongyies for a few hours only, some for a day and night, some for a week or month, and some for life. The last obsequies of those who have remained priests are most extraordinary.

In this case one of the pupils of the chief priest, or "archbishop," built a great elephant eighty feet high, made of a composition of wood and pith. On this huge monster there rested a bier, beautifully made and decorated. Another pupil erected a huge tiger, in the mouth of which the coffin rested.

Many people came in from the surrounding country and enjoyed the amusements that were furnished, free of charge, for about a week. Then, when a signal was given, the coffin was placed in a brazen cradle suspended from the mouth of the tiger and worked by pulleys. The special pupils seized the ropes, and the cradle was swung up to the place of cremation. Here on a platform were more pupils, surrounding a beautifully wrought brass cradle, filled with deliciously scented woods and connected with dexterously fitted bellows.

The coffin was opened, the body taken out and placed above the wood; a particularly favorite and favored pupil, a pongyi in this case, applied a torch. In an instant the whole was ablaze.

The monastery where the "archbishop" lived in Mandalay is known as the Golden Chown and is the finest in Burmah. It derives its name from the fact that its roofs and sides are covered entirely with gold leaf. It was built by the principal queen of the wicked Thebaw, the last king of Burmah.

Antarctic Exploration.

Prof. C. E. Borchgrevink, the Antarctic explorer, was a passenger on the Etruria, that arrived at New York recently. He was the first European to land on the large Antarctic continent, to which the name of South Victoria Land has been given. He is the son of a lawyer of Christiana, Norway, his mother being an English woman. He named one of his camps Ridley in her honor. His expedition sailed from London in August, 1898, in the Southern Cross, which carried thirty-one men, including six scientists.

The expedition, which was called the British Antarctic, located pretty accurately the southern magnetic pole; besides ten new species of fish were discovered. A landing was made at a point about 2,000 miles south of Australia, in latitude 71 degrees 18 minutes and longitude 17 degrees east.

Borchgrevink and Captain Jensen, the sailing master, were the first ashore. As they stepped from the boat a glacier located near the foot of the volcano Terror gave birth to an iceberg weighing millions of tons. When it fell into the water it caused such great waves on the ocean that the boat was nearly swamped. The volcano Terror was in eruption at the time. Erebus is now in a similar condition.

They went on sleds drawn by dogs as far south as 78 degrees 50 minutes, and ascended the summit of the great ice barrier, the edge of which had up to that time been considered the limit for human progress south. The atmosphere was dry and relatively much colder than in the north-polar region. In Norway at 71 degrees—that is, at Tromsø—there are trees thirty feet high, but in the same latitude south only lichens are found.

Geographical Names.

In a country like Europe, for instance, where one wave of immigration has followed another across the continent, the progress of old races can be traced by the names of rivers and other geographical terms that they have left behind them. The origin of these names has been discovered through the comparative study of languages. On the maps of Spain, France, and Italy, Wilhelm von Humboldt has marked out, by the evidence of names alone, the precise regions which, before the period of the Roman conquest, were inhabited by those Euskarian or Iberian races, who are now represented by the Basques—the mountaineers of the Asturias and the Pyrenees.

In the same way it has been shown that the ancient Belgæ were of Celtic, not of Teutonic, race, as had previously been supposed. By the evidence of such names the limits of the Celtic region in northern Italy has been proved, and detached Celtic colonies in the central portion of the peninsula discovered. Other explorers have followed the wanderings of this ancient people through Switzerland, Germany, and France. In those countries Celtic speech has lived on the map, though it has vanished from the glossary.

In England each wave of population—Gaelic, Cymric, Roman, Saxon, Anglian, Frisian, Norwegian, Danish, Norman, and Flemish—has left its mark on the map. The modern map of England enables us to prove that almost the whole of England was once Celtic, and shows us that the Scottish lowlands were peopled by tribes belonging to the Welsh, and not to the Gaelic stock.

The study of Anglo-Saxon names enables us to trace the nature and progress of the Teutonic settlement of England, while the Scandinavian village names of Lincolnshire, Leicestershire, Caithness, Cumberland, Pembrokeshire, Iceland, and Normandy, teach us the almost forgotten story of the fierce Vikings, who left the fiords of Norway and the vics of Denmark to plunder and to conquer the coasts and kingdoms of western Europe.

We can follow, by the aid of the map, the progress of the Phenicians, and the triumphal march of the Arabs. Spain is all dotted with Arabic names, thick near the shores, but becoming less and less numerous as we approach the

mountains. There are many Spanish rivers beginning with *gaud*, as Gaudalquiver. In Palestine this word appears in the form of *wadi*—a ravine, a river. We find the word *medina*, city, in Medina Cœl; Medina Sidonia, and three other Spanish cities. We also find not a few names beginning with *cala* (Arabic *kal-ah*, a castle), or with *alcala*, which is the same word with the Arabic definite article prefixed.

Distribution of Blood in the Body.

It has been proved that when the mind is engaged in deep thought the supply of blood to the head is greatly increased. Several years ago Prof. Angelo Mosso, of Turin, Italy, devised a balance on which the human body could be so poised that a change in the distribution of the blood could be detected at once. When the man lying on this balance was solving a numerical problem, for instance, his head would sink.

William G. Anderson, of the Yale gymnasium, has proved that during deep thought an extra supply of blood flows to the brain, by an apparatus which he calls the "muscle-bed." This is a movable couch on which a man can be easily rolled in either direction by a large or fine adjustment. The whole is balanced on knife-edges and is therefore very sensitive. It is evident that a body balanced in this way will be instantly affected by additional weight on either side of the knife-edges. On this apparatus he has balanced students before written examinations and has found that after the mental test the centre of gravity of the body has changed from a sixteenth of an inch to almost two and one-half inches. It has also been found that mere thought will send a supply of blood to parts of the body. A man perfectly balanced will find his feet fast sinking if he goes through mental leg gymnastics, but does not make the movements.

Proposed Pacific Cable.

The proposed Pacific cable is now under discussion in Congress. General Greeley favors government ownership, as it seems to be the tendency of all governments nowadays to take charge of ocean cables. One recent extension was by Germany on the China coast, while France and other countries are making similar cable extensions. General Greeley thinks that an American cable to the Philippines would do much towards Americanizing the islands. The navy department has made all the soundings for the cable, and is all ready for the government to begin operations.

Some Astronomical Facts.

Prof. Eric Doolittle, of the University of Pennsylvania, gave a very vivid picture of comparative sizes and distances in astronomy. If the sun were represented by a globe two feet in diameter, the earth on the same scale would be represented by a small pea 215 feet away, and the moon by a small shot moving about the pea and six inches from it. The nearest fixed star is about 200,000 times as far from us as we are from the sun, and it takes light over three years to travel this vast distance. Hence this star would be represented as a large globe 8,000 miles away from the one representing our sun.



Cure of Piles.

Mrs. Hinkley, Indianapolis, writes: "The doctor said it must be an operation costing \$300 and little chance to survive. I chose Pyramid Pile Cure and one 50 cent box made me sound and well. All druggists sell it. It never fails to cure any form of Piles, try it. Book on piles, cause and cure, free by mail. Pyramid Drug Co., Marshall, Mich.

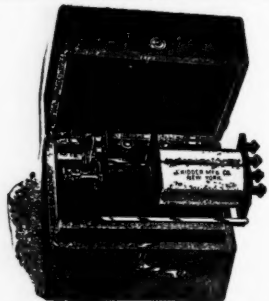
Seven Miles Above the Earth.

Dr. R. Suering, of the Royal Meteorological Institute of Berlin, describes the effect on the human system of the rare atmosphere seven miles above the earth. He and a companion ascended to that height in a balloon. They could not have lived there at all without the artificial use of oxygen. Both of them became too weak to breathe regularly and deeply, and therefore did not get enough oxygen in the lungs. Falling asleep occurred frequently. At the height of seven miles one of them found the other asleep and pulled the valve. Both of them lost the breathing pipes and fell into a heavy swoon. When they recovered the balloon was at a height of only 20,000 feet.

JUST AS GOOD— IS NOT THE BEST

Do not purchase inferior electrical wares. A reliable Faradic instrument to perform therapeutic work should contain a goodly quantity of wire.

The stronger the current from a coil the less it is felt. See that the coil will glow a 6-inch Geissler vacuum tube. If not, it has but little therapeutic properties. A faradic coil when properly constructed has definite polar direction, consequently polar effects.



Don't accept the statement that all faradic currents are the same. Ascertain the truth and purchase accordingly. For information address

JEROME KIDDER M'F'G CO.,
M'F'rs of High Grade Electrical Apparatus,
820 Broadway, New York, N. Y.

Dangers of Mountain Climbing.

More people lose their lives while mountain climbing than is generally supposed. Many of the accidents are not reported beyond the localities in which they occur. They are all registered there, however. From an official report it is shown that there were 119 accidents in 1901 on the mountains of Switzerland alone.

One mountain climber said lately that it was as difficult and dangerous to climb certain portions of mountains as it would be to climb up the outside of a twenty-story office building. In getting to the top of the Matterhorn, for instance, one has to climb up a rock something the shape of a church steeple.

Telegraphs in the Philippines.

Two maps published by the United States signal office show in a network of red lines around the Philippine Islands where cable, telegraphs and telephones lines have been extended by the United States government. These run across and around the islands, and will be to business what the veins and arteries are to the body. There are 7,000 miles of these electric currents, where three years ago there was not one. All these lines were erected by the government for government use, but to a very large extent they are open to private messages.

Miscellaneous.

The first intimation of the Spring modes in garments of all kinds and in millinery is presented in *The Delineator* for March. The early life of George Eliot, the nature of her intimacy with George Henry Lewes and the strong personality of each is feelingly discussed by Clara E. Laughlin in her series on the "Stories of Author's Lives." The subject is handled with rare charm and delicacy. Dr. W. L. Savage, physical director at Columbia university, writes on "Athletics for Women." J. C. Abel has an article on "Pictorial Photography." An interesting literary feature is Dr. Elliott's "Recollections of Maria White" (Mrs. James Russell Lowell). The various departments contain their usual varied fund of information.

An entertaining and careful analysis of Germany's attitude towards the Polish people forms the leading article of the March issue of the *Chautauquan Magazine*.

The first installment of the reminiscences of ex-President Gilman, founder and for twenty-five years administrator of the Johns Hopkins university, appears in *Scribner's Magazine* for March.

The Indian and the Northwest.

A handsomely illustrated book just issued, and containing 115 pages of interesting historical data relating to the settlement of the great Northwest, with fine half-tone engravings of Black Hawk, Sitting Bull, Red Cloud, and other noted chiefs; Custer's battleground and ten colored map plates showing location of the various tribes dating back to 1600. A careful review of the book impresses one that it is a valued contribution to the his-

Fried Onions.

Indirectly Caused the Death of the World's Greatest General.

It is a matter of history that Napoleon was a gourmand, an inordinate lover of the good things of the table, and history further records that his favorite dish was fried onions; his death from cancer of stomach it is claimed, also, was probably caused from his excessive indulgence of this fondness for the odorous vegetable.

The onion is undoubtedly a wholesome article of food, in fact has many medicinal qualities of value, but it would be difficult to find a more indigestible article than fried onions, and to many people they are simply poison, but the onion does not stand alone in this respect. Any article of food that is not thoroughly digested becomes a source of disease and discomfort, whether it be fried onions or beef steak.

The reason why any wholesome food is



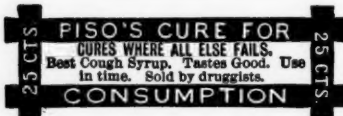
not promptly digested is because the stomach lacks some important element of digestion, some stomachs lack pepsin, others are deficient in gastric juice, still others lack hydrochloric acid.

The one thing necessary to do in any case of poor digestion is to supply those elements of digestion which the stomach lacks, and nothing does this so thoroughly and safely as Stuart's Dyspepsia Tablets.

Dr. Richardson in writing a thesis on treatment of dyspepsia and indigestion, closes his remarks by saying, "for those suffering from acid dyspepsia, shown by sour, watery risings, or for flatulent dyspepsia shown by gas on stomach, causing heart trouble and difficult breathing, as well as for all other forms of stomach trouble, the safest treatment is to take one or two of Stuart's Dyspepsia Tablets after each meal. I advise them because they contain no harmful drugs, but are composed of valuable digestives, which act promptly upon the food eaten. I never knew a case of indigestion or even chronic dyspepsia which Stuart's Tablets would not reach."

Cheap cathartic medicines claiming to cure dyspepsia and indigestion can have no effect whatever in actively digesting the food, and to call any cathartic medicine a cure for indigestion is a misnomer.

Every druggist in the United States and Canada sells Stuart's Dyspepsia Tablets, and they are not only the safest and most successful but the most scientific of any treatment for indigestion and stomach troubles.



Arnold Constable & Co.

Oriental Rugs.

Antique and Modern Oriental Rugs
in large and unusual sizes.

Whole Carpets.

Orders Solicited for Whole Carpets.
Designs specially prepared to fit any space.
Foreign and Domestic

Carpets and Carpetings

in new and original designs and colorings.
Mounted Skins.

Upholstery.

New and Attractive Hangings and
Furniture Coverings.
Hotel and Yacht Furnishing.
Estimates given on application.

Broadway & 19th St.
NEW YORK

Pears'

To keep the skin clean is to
wash the excretions from it off;
the skin takes care of itself in-
side, if not blocked outside.

To wash it often and clean,
without doing any sort of vio-
lence to it requires a most gentle
soap with no free alkali in it.

Pears', the soap that clears
but not excoriates.

Sold all over the world.

**SCHOOL BELLS UNIVERSITY AND
COLLEGE BELLS.**
Purest copper and tin only. Terms, etc., free.
McSHANE BELL FOUNDRY, Baltimore, Md.

"Say aye" No, and y'ell ne'er be married"
- Don't refuse all -
Our Advice
to use SAPOLIO: It is a
solid cake of scouring soap,
used for cleaning purposes



tory of these early pioneers, and a copy should be in every library. Price, 25 cents per copy. Mailed postage prepaid upon receipt of this amount by W. B. Kaiskern, 22 Fifth avenue, Chicago, Ill.

Dr. F. A. Cook, who was with Lieuten-
ant Peary on his famous North Green-
land expedition, used antikamnia tablets
for the crew in all cases of rheumatism,
neuralgic pains, as well as the pains which
accompanied the grippe, and stated that
it had no equal. This knowledge is of
value and suggests the advisability of
having a few of these tablets in the house.
Medical Progress.

When securing a Faradic apparatus,
care should be taken to secure the great-
est length of wire with the greatest num-
ber of magnetic lines of force possible.
The stronger the electric current from an
induction coil, the less it is felt. Short
lengths of wire having few magnetic lines
of force, produce strong muscular con-
traction which is misunderstood for
strength. Long lengths of wire go beyond
the range of muscular contractility and
produce a soothing, quieting effect. The
Jerome Kidder Manufacturing Company,
New York, make high grade electrical
apparatus exclusively.

Winter Tourist Rates. Season 1901-1902

The Southern Railway, the direct route
to the winter resorts of Florida, Georgia,
the Carolinas, and the South and South-
west, announces excursion tickets will be
placed on sale October 15 to April 30, with
final limit May 31, 1902. Perfect Dining
and Pullman Service on all thru trains.
For full particulars regarding rate, de-
scriptive matter, call on or address New
York office, 271 and 1185 Broadway, or
Alex. S. Thweatt, Eastern Passenger
Agent, 1185 Broadway.

Career and Character of Abraham Lincoln.

An address by Joseph Choate, ambas-
sador to Great Britain, on the career and
character of Abraham Lincoln—his early
life—his early struggles with the world—
his character as developed in the later
years of his life and his administration,
which placed his name so high on the
world's roll of honor and fame, has been
published by the Chicago, Milwaukee &
St. Paul Railway and may be had by send-
ing six (6) cents in postage to F. A. Miller,
General Passenger Agent, Chicago, Ill.

Very Low Rates to the Northwest.

March 1 to April 30, 1902, the Chicago,
Milwaukee & St. Paul Railway will sell
tickets to Montana, Idaho, and North
Pacific coast points at the following greatly
reduced rates: From Chicago to Butte,
Helena and Anaconda, \$30.00; Spokane,
\$30.50; Portland, Tacoma, Seattle, Vic-
toria and Vancouver, \$33.00. Choice of
routes via Omaha or St. Paul to points in
Montana, Oregon, and Washington.

Health and Rest for Mother and Child.

MRS. WINSLOW'S SOOTHING SYRUP has been used for
OVER FIFTY YEARS BY MILLIONS OF MOTHERS
for their children while teething, with
PERFECT SUCCESS. IT SOOTHES the CHILD, SOFT-
ENS the GUMS, ALLAYS all PAIN, CURES WIND
COLIC and is the best remedy for DIARRHŒA. Sold
by Druggists in every part of the world. Be sure and
ask for "Winslow's Soothing Syrup" and take no other
kind. Twenty-five cents a bottle.

All Humors

Are impure matters which the skin,
liver, kidneys and other organs can
not take care of without help, there is
such an accumulation of them.

They litter the whole system.

Pimples, boils, eczema and other
eruptions, loss of appetite, that tired
feeling, bilious turns, fits of indiges-
tion, dull headaches and many other
troubles are due to them.

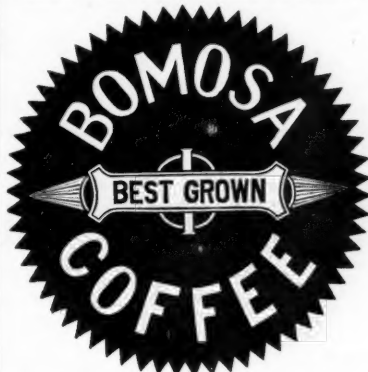
Hood's Sarsaparilla and Pills

Remove all humors, overcome all
their effects, strengthen, tone and
invigorate the whole system.

"I had salt rheum on my hands so that I
could not work. I took Hood's Sarsaparilla
and it drove out the humor. I continued
its use till the sores disappeared." Mrs.
IRA O. BROWN, Rumford Falls, Me.

Hood's Sarsaparilla promises to
cure and keeps the promise.

BEST AND MOST ECONOMICAL.



Only 33c. a lb.

In absolutely air-tight 1-lb. trade-mark bags, preserving
strength and flavor indefinitely, even if opened.

Other Good Coffees - - - 12 to 15c. a lb.

Excellent Teas in the Cup - - 30, 35, 50c. a lb.

COOK BOOK FREE to Customers. Bound in
cloth, 325 pages, 2,500 receipts.

For New Terms, address Scrib.

THE GREAT AMERICAN TEA CO.,

P. O. Box 289,

31 & 33 Vesey Street, New York.

ST. DENIS HOTEL

Broadway and Eleventh St., New York.

(Opposite Grace Church)

Conducted on European Plan at Moderate Rates.
Centrally located and most convenient to
Amusement and Business Districts.

Of easy access from Depots and Ferries by Broad-
way Cars direct, or by transfer.

WM. TAYLOR & SON, - - Proprietors

At the end of Your Journey you will find
it a great convenience to go right over to

The Grand Union Hotel

Fourth Avenue, 41st and 42d Streets

Opposite Grand Central Depot, NEW YORK

Central for Shopping and Theatres.

Baggage to and from 42d Street Depot free.

Rooms, \$1.00 per Day and Upwards.

READERS will confer a favor by
mentioning THE SCHOOL JOURNAL
when communicating with advertisers.

STEINWAY PIANOS

STEINWAY & SONS beg to announce that they have been officially appointed by patents and diplomas, which are displayed for public inspection at their warerooms, manufacturers to:

His Majesty, Nicholas II., Czar of Russia.

His Majesty, William II., Emperor of Germany and King of Prussia.

His Majesty, Franz Joseph I., Emperor of Austria and King of Hungary.

Her Majesty, Victoria, Queen of Great Britain.

Their Royal Highnesses, The Prince and Princess of Wales, and The Duke of Edinburgh.

His Majesty, Oscar II., King of Sweden and Norway.

His Majesty, Umberto I., King of Italy.

His Majesty, Mousaffer-ed-din, Shah of Persia.

Her Majesty, Maria Christina, Queen Regent of Spain.

His Majesty, Abdul Hamid II., Sultan of Turkey.

Illustrated Catalogues mailed free upon application.

STEINWAY & SONS,

Warerooms:

STEINWAY HALL,
107 and 109 East 14th Street,

ARCADE BUILDING,
Fifth Avenue, cor. 46th Street

NEW YORK.

LIBRARIES FOR TEACHERS

IT should need no argument to convince any one entering the profession of teaching with any seriousness, that a reasonably complete library of education is an essential. We have arranged eight groups of books to constitute our libraries; each library is reasonably complete in the field it is designed to occupy, and the purchaser will feel the satisfaction of having a set of books that will answer all his ordinary requirements. Of the eight libraries that we offer, some aim to cover the whole ground of theoretical and practical Pedagogy, some deal with methods chiefly, and one is devoted to School Entertainment.

Kellogg's Teachers' Library

19 volumes - - - - - \$22.00

Kellogg's Smaller Library

9 volumes - - - - - \$10.00

Reading Circle Library

18 volumes - - - - - \$9.00

Teachers' Professional Library

13 volumes - - - - - \$3.25

Teachers' Manuals Library

25 volumes - - - - - \$3.75

Teachers' Working Library

20 volumes - - - - - \$6.00

(For Grammar Grade, Intermediate and District School Teachers.)

Primary Teachers' Working Library

20 volumes - - - - - \$6.00

School Entertainment Library

27 volumes - - - - - \$5.00

These libraries are all sold upon the installment plan, which enables a library to be secured at once upon a small cash payment, and, by the saving of a few cents each day, to be paid for in a limited period. For full terms and particulars write to

E. L. KELLOGG & CO., 61 E. 9th St., New York.

BOOKS THAT WILL HELP

IN MAKING PROGRAMS FOR SPECIAL DAYS—Memorial, Patriotic, Commencement and Closing Exercises.

Spring and Summer School Celebrations.....	\$0.25
Fancy Drills and Marches.....	.25
Tip-Top Dialogs.....	.25
How to Celebrate Arbor Day25
Arbor Day in the Primary Room15
New Arbor Day Exercise.....	.15
Twenty-four Page Program for Arbor Day.....	.15
Authors' Birthdays, No. 1.....	.25
Authors' Birthdays, No. 2.....	.25
Primary Recitations25
Primary Fancy Drills.....	.15
Banner Days of the Republic25
Patriotic Quotations.....	.15
Work Conquers.....	.15
A Fancy Scarf Drill.....	.15
A Noble Spy.....	.15
Mother Goose Festival.....	.15
Little Red Riding Hood25
Reception-Day Books, 6 numbers.....	each .10
Mother Nature's Festival.....	.15
An Object Lesson in History25
Nymphs of the Elements.....	.15
Practical Programs for School and Home25

Free Our New Entertainment Catalog, the most complete list of entertainment books ever published.

E. L. KELLOGG & CO.,

Publishers and Booksellers,

61 East Ninth Street,

NEW YORK.

Any book supplied.

An Ideal Shakespeare

Of course every teacher wants Shakespeare in some form; and perhaps there is no other work which gives one greater satisfaction to have in a *really good edition*. We have such an edition, well named.

The Ideal Shakespeare. It is complete in 12 handy volumes, size 4 1/4 x 6 3/4 inches, large type, limp cloth, gilt top, each set in a silk cloth box, and its published price is \$5.00.

It is in the beautiful large type shown by these lines.

It is the Cambridge text of Clark and Wright, generally accepted by scholars as the best, unabridged.

It has the numbered lines, which are the same as the standard numbering of the Cambridge Globe Edition, therefore readily used with notes of other editions.

It is most convenient in form, small enough to be perfectly handy without making too many volumes.

It has all the notes and historical and critical prefaces of the famous "Temple Edition," by Israel Gollancz.

It has 13 fine original illustrations.

We will send a *sample volume*, postpaid, for 25c, to be returned if not wanted, or 20c. allowed toward our special offer below, for the set.

FREE—A Shakespeare Dictionary.

To each purchaser of the set there is given *free*, in uniform binding, a copy of the **Shakespeare Dictionary**, containing a complete Glossary and brief Commentary, Index of Characters, and Dictionary of Popular Quotations.

Kellogg's Great Offer. For only \$3.15 you may have this beautiful 13-volume set, and in addition we will credit you \$1.00 on a new subscription to any of our five periodicals, or credit you 75c. in renewal of your own; or you may have \$1.00 value in Popular Classics and Classic Fiction. If by mail, add 50c. for postage.

E. L. KELLOGG & CO., 61 E. 9th St., New York